

**A PRAGMATIC ANALYSIS OF ILLOCUTIONARY ACTS  
IN ENGLISH TEACHING-LEARNING PROCESS  
AT SMA N 1 WATES KULON PROGO**

**A THESIS**

**Presented as a Partial Fulfillment of the Requirements for the Attainment of  
a *Sarjana Pendidikan* Degree in English Language Education**



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**2015**

**APPROVAL**

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**Approved by the supervisor on March 26<sup>th</sup> 2015**

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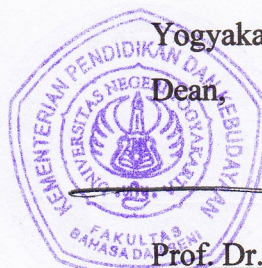
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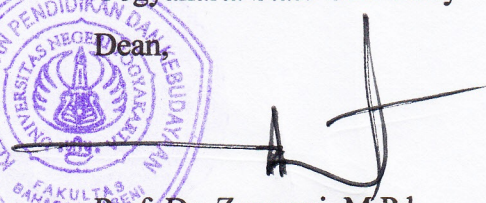
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## PERNYATAAN

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 2 April 2015

Peneliti,



Destra Wibowo Kusumo

## **DEDICATIONS**

**I fully dedicate this thesis for:**

**my only little sister:**

Distya;

**my partners in crime in PBI 2010:**

Adi, Kunto, Yunus, Ikba, Efan, and Enchang;

**my crazy friends in IIS2 of SMA N 1 Wates (2013-2016):**

Luqman, Galih, Alga, Eta, Beta, Dati, Melinda, Dani, Dhita, Dini, Arif, Ageng,  
Rachel, Olif, Khonsa, Febrianti, Yogi, Ima, Aini, Dimas, Wildan, and Riyan

**my beloved supporter in MIA2 of SMA N 1 Wates (2013-2016)**

Handayani KP;

**my lovely supporter in XI A1 of SMA N 1 Wates (2013/2014):**

Tabita FKP;

**my best friend in *Bahasa & Sastra Indonesia* of Unsoed Purwokerto:**

Erwita N;

**all the linguistic enthusiasts in all *Prodi Pendidikan Bahasa* of UNY;**

**all the INTPs; and**

**all the readers of this thesis.**

## **MOTTOS**

*Cogito ergo sum.*

**(I'm thinking; therefore, I exist)**

**Rene Decartes**

**There is only one universal Science; its problems and modalities are international and there is no such thing as Islamic Science just as there is no Hindu Science, nor Jewish Science, no Confucian Science, nor Christian science.**

**Abdus Salam**

## **ACKNOWLEDGMENTS**

First of all, I would like to thank my thesis supervisor, Dr. Margana, M.Hum, M.A., who has given valuable time, comments and suggestions during the completion of this thesis. Thanks are also due to the lecturers of English Education Department, Siti Sudartini M.A. and Emi Susanti, M.Hum who have given their help in the process of the data triangulation of this thesis

I also would like to dedicate my gratitude to the big family of SMAN 1 Wates, particularly the English teachers, Drs. Kojrat Wiyana, Drs. ZA Fauzan, M.Pd., Camayanti Room, S.Pd., and Reti Sudarsih, S.Pd, and the students in class X and XI, for the cooperation, the support, and the help during the research.

My huge gratitude is also expressed to my beloved parents, Wijotomo and Sri Lestari, and my only little sister, Distya Kusuma Wardani, who have given a lot of material and mental supports during the process of doing this thesis.

A great appreciation is devoted to my friend in Unsoed Purwokerto, Erwita Nurdiyanto, M.A. for being my consultant in giving me idea, support, and help during the process of writing this thesis. A big thank is also presented to my friends in PBI 2010 especially my close friends Yunus Purwowibowo, Kunto Laksono Hadi, Ikba Zudinta Ady, Adi Purwono, and Dimas Syaefan Bayu Samudera, who have accompanied me for more than four years.

Finally, I hope that this thesis is useful for the readers. However, I realize that this thesis is far from being perfect; I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, 2 April 2015

The Researcher

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**By:  
Destra Wibowo Kusumo  
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**ABSTRACT**

The aims of this research are (1) to seek out the types of illocutionary acts; and (2) to investigate the types of illocutionary functions used by the English teachers of SMA N 1 Wates, Kulon Progo.

This research was descriptive qualitative. The data of this research were the English utterances performed by the English teachers of SMA N 1 Wates. The research instrument was the researcher himself. The researcher obtained the data by means of note-taking technique. First, the researcher recorded the English teaching and learning process in the class using a video camera. Next, the researcher made transcripts of the dialogues. Then, the transcribed dialogues were recorded into the data sheet. Finally the data were classified according to Searle's classification of illocutionary acts (1979). In the data analysis the researcher applied interactive qualitative method by Miles and Huberman (1994) and pragmatic identity method by Sudaryanto (1993). Additionally, the researcher applied coding system. In this research, there were two validity principles applied by the researcher. They were credibility and dependability. To test the credibility the researcher applied investigator triangulation. Meanwhile, to obtain the dependability the researcher gave the detail explanations on the data.

The results of the research show that there are four types of illocutionary performed by the English teachers in classroom communication. They are representatives, expressives, directives, and commissives. The directives are the most frequent acts (278 from 438 data), while the commissives are the fewest frequent acts (6 data). Next, there are 23 types of illocutionary functions used by the English teachers. They are stating an opinion, stating a fact, informing, explaining, agreeing, greeting, thanking, complimenting, joking, apologizing, stating surprise, commanding, requesting, suggesting, forbidding, warning, questioning, permitting, encouraging, wishing, promising, and threatening. The questioning is the most frequent function (149 data), while threatening is the fewest frequent function (1 datum). In conclusion, the dominant use of directive acts implies that the teachers dominate the conversation. Meanwhile, the purpose of the use of questioning is to activate students' background knowledge and critical thinking.

**Keywords: pragmatics, illocutionary, English teaching, SMA N 1 Wates**

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher discusses the introduction of the study. This chapter consists of four parts. They are background of the study, focus of the study, objectives of the study, and significance of the study.

#### **A. Background of the Study**

English is the most widely learned language all over the world because of its status as an international language. As an international language, therefore, English has a special function for being a lingua franca among people with different languages in the world. In other words, English is a language which is able to link people with different nations and languages to communicate in international scope.

The impact of implementation of English as a lingua franca leads to the use of English in various fields such as technology, politics, economy, social, culture, and education. All those fields need English to be used especially in this era of modernization and globalization for communication purposes. Among those field, education seems to be the primary than other fields. Through education, ones are capable to develop their competence before implementing their roles in the global area.

In educational field, English is one of the compulsory subjects to learn. The purpose of learning English is to acquire the communicative competences of the native speakers of English. Communicative competences are defined as

competences that a learner has to acquire in associated with the main function of language as a means of communication. The communicative competences are composed of linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and strategic competence (Richard and Schmidt, 2003: 10).

One of the elements of communicative competence is sociolinguistic competence. According to Savignon (Brown, 2007: 220), sociolinguistic competence is the knowledge of sociocultural rule of the linguistic and discourse elements. The understanding of the use of the language in the real environment, in line with the social context, role of the participant, the function of the interaction, is an essential part in language learning.

In line with the notion of sociolinguistic competence, we can also discuss that phenomenon of the use of language through other perspective, the study of language. In the study of language or linguistics, how the language is used in context is investigated in pragmatics. Pragmatics is a part of linguistics which deals with meaning in context. In other words, pragmatics can also be defined as the study of the relationship between the linguistic form (structure) and the user of that form (Yule, 1996: 4).

As stated in the previous paragraph, pragmatics essentially deals with the use of the language in the context. In English teaching and learning, it is clearly realized by the implementation of the language function in the materials. This view emerged in 1970s when some language experts started to criticize the

ineffectiveness of teaching the formal or grammatical elements in second language teaching (Nunan, 1993: 66).

Furthermore, the implementation of language function is not only directly realized in the materials because the teaching and learning of English in school involves the use of English in the classroom. The teacher not only teaches the language through the material but he or she also uses the language directly in the classroom. The teacher's instruction itself is also realized by means of language functions such as greeting, sequencing, giving instructions, asking questions, and replying to questions (Hughes, 1984: 6-8).

The language functions themselves are essentially the purposes that speakers accomplished with language. The speaker may use the language for stating, requesting, responding, greeting, thanking, and so on. Under the discussion of pragmatics, the language function is studied in speech acts (McCarthy, 1991: 9-10) Speech acts deals with the utterance to perform a specific action. In simple words, speech acts is often said as language in action (Kreidler, 2002).

If we refer to other concept of speech acts, every utterance essentially contains three dimensions: locution, illocution, and perlocution. Locution is what the speaker says, illocution is the purpose of what speaker says, and perlocution is the effect of what the speaker says (Cutting, 2002: 16). From those three acts, Yule (1996: 49) states that the illocution are the most often discussed acts in pragmatics. Even, the concept of speech acts is narrowed down to the illocutionary acts.

SMA N 1 Wates is one of the state senior high schools in Kulon Progo Regency. The English teaching-learning process in that school is conducted by four English teachers. From July-September 2013 the researcher had a teaching practicum at SMA N 1 Wates. Before having teaching practicum the researcher observed the English teachers' performance in the classroom in February 2013. One of the results is that all the English teachers of SMA N Wates implement classroom English most of the time. Even, one of them uses almost full English in the classroom.

The classroom English implemented by the English teachers of SMA N 1 Wates is, of course, to make the students familiar with the use of English. It is expected that the students practice the English language at least at the school during the English lesson. In the classroom, the English teachers give various instructions to ask the students to open the textbook, do the task, to collect the homework, and so on. All the instructions are mostly in English.

Those teachers' instructions are in the form of language functions. In pragmatic study, it is related to the concept of speech acts, or narrowly, illocutionary acts. Therefore, the researcher is interested to investigate the illocutionary acts implemented in classroom conversation. Another reason of the choice of this topic is that the other researchers in English Education Study Program of Yogyakarta State University rarely conduct any research in illocutionary acts in English language teaching area. Most focus on the methodology (classroom action research) and the materials development (research and development).



In this study, it is impossible for the researcher to investigate the whole aspects of illocutionary acts in English teaching at SMA N 1 Wates. Also, since it is English language subject, the researcher limited the scope of the research only on the illocutionary acts and illocutionary functions of English utterances performed by the English teachers of SMA N Wates.

### **B. Focus of the Study**

Based on the problems mentioned in the background of the study, there are two main problems to be investigated by the researcher. Those problems are presented in two questions.

1. What are the types of illocutionary acts used by the English teachers in teaching-learning process at SMA N 1 Wates?
2. What are the illocutionary functions used by the English teachers in teaching-learning process at SMA N 1 Wates?

### **C. Objectives of the Study**

In line with the focus of the study above, the objectives of the study are:

1. to identify the types of illocutionary acts used by the English teachers in teaching-learning process at SMA N 1 Wates; and
2. to identify the illocutionary functions used by the English teachers in teaching-learning process at SMA N 1 Wates.

### **D. Significance of the Study**

This study gives benefits for several parties. First is for the English teachers. Theoretically, this study enriches teachers' knowledge about the theory of illocutionary acts as well as its implementation as a part of communicative

competences in English as Foreign Language Teaching-Learning (TEFL) context. Next, practically, for the English teachers the results of study help the English teachers to apply the illocutionary acts appropriately in English teaching. Second advantage is for the other researchers. It is hoped that the findings of this research can be used as a reference for further research of pragmatic study in classroom conversation in English language education.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher discusses the relevant theories related to the study, the previous researches related to the study, and the researcher's conceptual framework in conducting the research. This chapter is divided into three parts: theoretical description, previous studies, and conceptual framework and analytical construct.

#### **A. Theoretical Description**

This chapter discusses some relevant theories which are associated with the study. It is divided into six sessions: pragmatics, speech acts, illocutionary acts, context, communicative competence, and classroom discourse.

##### **1. Pragmatics**

People use language in order to communicate with other people around the world. The component of language is studied in a science called linguistics. It deals with all internal and external aspects of language. For instance, sounds are discussed in phonetics and phonology, morphemes and words in morphology, phrases and sentences in syntax, meanings in semantics, and text in discourse.

Pragmatics itself is a branch of linguistics covering meaning in use. Meaning is formally studied in semantics. However, there are some aspects of meaning cannot be captured by semantics particularly meaning in use or meaning in context. It is because semantics deals with meaning without reference to the users and communicative functions of sentences (Aitchison, 2003: 104).

Pragmatics, therefore, is concerned with the way of speaker using language in context which cannot be predicted from purely linguistic knowledge, particularly semantics, which deals with the internal structure of the language (Griffiths, 2006: 153).

Similarly, Kreidler (2002:18) explains the differences between semantics and pragmatics. According to him, both semantics and pragmatics are related to the human ability to use language in meaningful way. The difference is that semantics deals with the speaker's competence in producing meaningful utterance, while pragmatics the person's ability to interpret meanings from particular kind of speech situations (context). However, Kreidler adds that nowadays the boundary between semantics and pragmatic is very often overlapped.

Other definition of pragmatics is proposed by Yule (1996: 4). In his explanation of the differences among syntax, semantics, and pragmatics, he defines pragmatics as the study of relationship between linguistic form and the user of those forms. The user of the linguistic forms, that is human being, is the characteristic which makes pragmatics different from syntax and semantics. The role of the language user leads the scope of pragmatics to the context of the language itself (Cutting, 2002: 1).

The study of pragmatics covers several subfields or domains, such as deixis, reference, presupposition, implicature, and speech acts. Deixis is concerned with the referring expressions which indicate the location of the referents along certain dimensions. Reference deals with the linguistic forms used

by the speaker to enable the listener to identify something. Presupposition is related to the things that the speaker assumes as the case of an utterance. Implicature is associated with the existence of norms for the use language in context. Speech acts are concerned with the use of utterance to perform an act. (Griffiths, 2006)

## **2. Speech Acts**

### **a. The Concept of Speech Acts**

Speech acts are one of the five main topics in the study of pragmatics. The concept of speech acts is firstly developed by a philosopher, John L. Austin in his book *How to Do Things with Words* (1962). Austin defines speech acts simply as the action performed by saying something. By means of utterances, ones are able to get others to do something. In other words, speech acts are actions which are performed via utterances (Yule, 1996: 48; Cutting, 2002: 16).

In speech acts theory, the utterance as a unit of communication has two types of meaning: propositional and illocutionary meaning. Propositional meaning is also called as illocutionary meaning. This deals with the basic literal meaning of an utterance which is associated with its structural aspects. Next, the illocutionary meaning is related to the effect of the utterance to the readers or the listeners. This meaning is realized by the function or the illocutionary function such as requests, orders, commands, complaints, and promise (Richard and Schmidt, 2003: 449).

In relation to the concept above, in every speech act we can distinguish three things, following Austin's theory. What is said, the utterance, can be called the locution. What the speaker intends to communicate to the addressee (the

purpose) is the illocution. The message that the addressee gets, his interpretation of what the speaker says, is the perlocution. If the communication is successful, the illocution and the perlocution are alike or nearly alike (Kreidler, 2002: 181).

#### **b. The Classification of Speech Acts**

Based on the concept of locution, illocution, and perlocution in every utterance, Austin divides the speech acts into three major categories. They are locutionary, illocutionary, and perlocutionary (Yule, 1996: 48; Cutting, 2002: 16).

##### **1) Locutionary acts**

Locutionary acts are the production of utterances, with a particular intended structure, meaning, and reference. In other words, locutionary acts deal with linguistic meaning or grammatical (or phonological) form of an utterance. This kind of speech acts is also called as the act of saying something (Wijana, 1996: 17).

##### **2) Illocutionary acts**

Illocutionary acts are acts performed by speakers in saying something (with an appropriate intention and in an appropriate context), rather than by virtue of having produced a particular effect by saying something. This type of speech acts is also called as the act of doing something (Wijana, 1996: 18). The purpose of expression and the speaker's specific purpose are called as locutionary force or locutionary function.

##### **3) Perlocutionary acts**

Perlocutionary acts are speech acts which depend on the production of a specific effect. This effects is produced by the hearer This type of speech acts is

also called as the act of affecting someone (Wijana, 1996: 19). In perlocutionary, there is an influence affect because the speaker tries to influence the hearer to do what he or she wants to do. This is called by as perlocutionary effect.

Those three acts can occur in an utterance. Austin in Laurence and Ward (2005: 55) illustrates locutionary, illocutionary, and perlocutionary in an utterance “Shoot her!,” as follows.

Act (A) or Locution

He said to me “Shoot her!” meaning by *shoot* “shoot” and referring by *her* to “her.”

Act (B) or Illocution

He urged (or advised, ordered, etc.) me to shoot her.

Act (C) or Perlocution

He persuaded me to shoot her.

In Act (A) the concept is concerned with what is said by the speaker aspects. The grammatical and phonological aspect is the main topic. The focus is that whether the utterance is meaningful or not so that the hearer is able to capture what the speaker says. Next, the Act B or illocutionary is concerning the speaker’s purpose or intention when performing this utterance. Therefore, the illocutionary functions (ordering, advising, or requesting) are the important point here. Finally, in Act (C), both locution and illocution of the utterance are interpreted by the hearer. The effect of the utterance that speaker performs to the hearer is the main focus.

In addition to the classification of speech acts based on the locution, illocution and perlocution, there is also other classification proposed by the Searle. This classification of speech acts is based on the syntactic and semantic aspects of an utterance. In other words, it is the relation between literal sentence meaning



and intended speaker's meaning. Viewed from the relationship between the three general types of basic sentence types/ moods (declarative, interrogative, and imperative) and the three general communicative functions (statement, question, and command), speech acts are classified into two main types (Yule, 1996: 54).

#### 1) Direct speech acts

In direct speech acts, there is a direct relationship between its grammatical structure and its communicative function. For instance, an affirmative sentence is used to give a statement; an interrogative sentence to ask a question; an imperative sentence to give an order or command.

Example:

A: How many children do you have?

B: Four.

In the above utterance performed by A the form and the function are same. A as a speaker produces a question to B. Syntactically, the question uses interrogative with question word 'how many' as well as the question mark at the end of it. The function of that utterance is to question or ask for information, viewed from B's reply. In other way, the speaker expects an answer from the listener. Both the mood and the function of A's utterances are the same. Therefore, it is classified as direct speech acts.

#### 2) Indirect speech acts

In contrast to the direct speech acts, in indirect speech acts, there is no direct relationship between its grammatical structure and its communicative

function. For instance, an interrogative is not only used to question or to ask for an answer from the listener, but it can also convey a request or warning.

Example:

Mother : Where is the broom?  
 Daughter : Wait for a minute, Mom.

Syntactically, the utterance that the mother performs is in the form of interrogative or question, function of which is to ask for information. However, if we see from the answer the daughter replies it is clear that the utterance ‘Where is the broom?’ is used to request her daughter to bring her a broom. The mother’s request is realized indirect way since it is conventionally realized in imperative mood, e.g.: ‘Bring me the broom, please.’ From that reason the mother’s utterance is categorized as indirect speech acts.

That explanation above has been summarized by Wijana (1996: 32) into several basic rules of direct and indirect speech acts in relation with their sentence type (moods) as shown in Table 1.

**Table 1: Relationship between moods and speech acts**

| Moods/ Sentence Types    | Speech Acts        |                        |
|--------------------------|--------------------|------------------------|
|                          | Direct             | Indirect               |
| Declarative/ Affirmative | Informing/ Stating | Commanding/ Requesting |
| Interrogative            | Questioning        | Commanding/ Requesting |
| Imperative               | Commanding         | -                      |

As shown in Table 1, declarative moods are conventionally performed by the speaker to give the information to the listener. In written form, it is indicated

by the use of full stop (period) at the end of the sentence. For example is 'It's so hot here.' Syntactically, the purpose of the utterance is only to make a statement of the condition of the weather around the speaker. But if it is uttered by a teacher in the classroom who feels the classroom condition is so hot, it is not only to inform that the weather is so hot but also to order the student to turn on the air conditioner. In short, it depends on the context of utterance.

Next, interrogative moods traditionally are used by the speaker to ask a question to the addresser. In written form it is indicated by the question mark '?'. For instance, 'Do you know where the broom is?' is considered as yes/ no question. Conventionally, the speaker expects the answer 'Yes, I do' or 'No, I don't' from the listener. Nevertheless, if that is uttered by a mother to her daughter, the purpose may not only to ask the existence of the broom, but also to order the listener to find the broom or to bring the broom to the speaker.

Finally, imperative moods, syntactically, are used by the speaker to give command, order, or request to the listener. In written form usually it is indicated by the use of exclamation mark "!", for example 'Be on time!' Clearly, that is uttered by the speaker to ask the listener to be on time. Different from the two other moods, the imperative mood can only be used to express direct speech acts.

From those explanations, it can be concluded that the determination of direct and indirect speech acts is not merely based on its syntactical structure. However, it is based on the implied meaning and purpose of the utterance which rely on the context of use.

### **3. Illocutionary Acts**

#### **a. The Concept of Illocutionary Acts**

As stated in the previous section, illocutionary acts are one of the three types of speech acts proposed by Austin which deal with the purpose, function, or force of utterances. This type of speech acts is generally said to be the central of speech acts and even said as the speech acts themselves (Yule, 1996: 49).

The criteria of illocutionary acts are based on the contexts which determine the forces or functions of the utterances (Mey, 2001:110-111). Same utterances can be categorized as different illocutionary because of different forces or functions which are greatly influenced by context of use. According to Nunan (1993:65) forces are the characteristics that differentiate speech acts from one another. Forces are mainly about the different ways the content propositions are involved in speech acts. Some examples of forces are pronouncing, stating, commanding, thanking, and promising. Those forces are the functional intentions of speaker when performing an utterance.

To determine the illocutionary functions, Yule (1996: 49) proposes two important points: illocutionary function indicating device and felicity condition.

##### **1) Illocutionary function indicating device**

Illocutionary function indicating device (IFID) is a formal, literal expression which explicitly indicates the illocutionary function of utterance (Laurence and Ward, 2006: 60). The clearest example is the use of specific verb in an utterance. This verb is usually called as speech act verbs or performative verbs. It is in line with the concept of performative hypothesis. Some verbs such as ‘to

order, to warn, and to promise' can be used to make the illocutionary function explicit, e.g. 'I order you to leave now' (Cutting, 2002: 16).

Nevertheless, this condition is somewhat difficult since in normal usage the utterances are expressed mostly without performative verbs. The speaker chooses using implicit performative, for instance 'I'll be back' can be interpreted as 'I promise that I'll be back' or 'I warn you that I'll be back'. Furthermore, some verbs are not normally used in full sentence, e.g. to thank 'Thank you.', and to congratulate 'Congratulation on your success' (Mey, 2001: 111).

## 2) Felicity conditions

Felicity conditions are defined as several conditions to be met in order that the illocutionary acts are successfully performed. Austin states that the speakers have to fulfill three conditions: that the participants must understand the roles and the context, that the participants must perform the acts completely, and that the participants have to have clear purposes (Cutting, 2002: 18).

Elaborating Austin's concept, Yule (1996: 50) the felicity follows at least general condition is that the participants have to understand the language and the speakers do not pretend. He also adds content condition, preparatory condition, sincerity condition, and essential condition, all of which deal with the characteristics of illocutionary acts itself.

### **b. The Classification of Illocutionary Acts**

As stated in the previous section, illocutionary act is one of the three types of speech acts proposed by Austin which contain purpose, function, and force of

utterances. Austin categorizes illocutionary acts into five types. This classification is based on the performative verbs in any utterances (Searle, 1979: 8-9).

**a. Verdictives**

Verdictives are typified by giving of verdict, for instance: verdicts done by jury, judge, arbitrator, or umpire. Performative verbs indicating these acts are *to acquit, to hold, to calculate, to describe, to estimate, to analyze, to date, to rank, to assess, and to characterize*.

**b. Exercitives**

Exercitives are typified by exercising power, rights, or influence. Performative verbs indicating these acts are *to appoint, to order, to beg, to recommend, to order, to advise, to dismiss, to nominate, to veto, to announce, and to warn*.

**c. Commissives**

Commissives are typified by promising or undertaking. It commits the hearer to do something. Performative verbs indicating these acts are *to promise, to vow, to pledge, to covenant, to contract, to guarantee, and to swear*.

**d. Expositives**

Expositives are acts by which the speaker makes plain how the utterances fit into the course of an argument. Performative verbs indicating these acts are *to affirm, to deny, to emphasize, to illustrate, to answer, to report, to accept, to describe, to identify, and to call*.

### **e. Behavitives**

Behavitives are acts of reactions in relation with the people's attitudes or social behavior. Performative verbs indicating these acts are *to apologize*, *to thank*, *to curse*, and *to condole*.

Other experts also propose other concept of illocutionary acts. Searle, for instance, revised and enlarged Austin's concept of illocutionary acts. Different from Austin which focuses only on performative or speech acts verbs), Searle uses twelve criteria in categorizing the illocutionary acts. Four main criteria of them are the differences in illocutionary point (force), direction of fit between word and world, expressed psychological state, and content (Searle, 1979: 2; Mey, 2001: 119).

Below are Searle's five classifications of illocutionary acts including their illocutionary functions (Searle, 1979: 12; Yule, 1996: 36; Mey, 2001: 120; Cutting, 2002: 16).

### **a. Declaratives**

Declaratives are illocutionary acts by which the speaker is able to change the state of affair in the world via the utterances. The speaker has to have institutional role in a specific context when employing these acts (Yule, 1996: 53). Some performative verbs indicating these speech acts are to beg, to pronounce, to sentence, to state, to declare, to resign, to fire, and to appoint.

Examples:

I find you guilty as charged.  
I hereby pronounce you man and wife.  
I declare the meeting cancelled.



(Searle, 1979: 17)

Furthermore, several illocutionary functions included in this type of illocutionary acts are baptizing, marrying, and firing (Cutting, 2002: 16).

Examples:

Priest in a marriage ceremony:

I now pronounce you husband and wife. (Marrying)

Referee in a football court:

You are out! (Firing)

Jury Foreman in a court:

We find this defendant guilty. (Sentencing)

(Yule, 1996: 53)

### **b. Representatives**

Representatives or assertives are illocutionary acts that state what speakers believe to be factual (true) or not (false). By using these acts, the speaker makes words fit the world or belief (Yule, 1996: 53). To describe, to call, to classify, to identify, to claim, to diagnose, to hypothesize, to insist, to predict, and to boast are some performative verbs indicating these types of acts.

Examples:

I call him a liar.

I diagnose his case as appendicitis.

I describe John as a Fascist.

(Searle, 1979: 21)

Yule (1996: 53) states some functions of representatives such as statements of fact, assertions, conclusions, and descriptions.

Examples:

The earth is flat. (Stating a fact)

Chomsky didn't write about peanuts. (Stating an opinion)

It was a warm sunny day. (Describing)

(Yule, 1996: 53)

Furthermore, Cutting adds other forces beyond representative or assertive acts. They are claiming, hypothesizing, insisting, and predicting (2002: 17).

### **c. Expressives**

Expressives are illocutionary acts that state the speakers' feelings or attitudes about something. These acts involve psychological states of the speakers. When performing these acts the speakers makes words fit the worlds or feeling (Yule, 1996: 53). Performative verbs denoting to these illocutionary acts are to thank, congratulate, apologize, condole, deplore, and welcome.

Examples:

I congratulate you on winning the race.  
I apologize for stepping your toe  
I thank you for giving me the money

(Searle, 1979: 15)

Yule (1996: 53) gives some examples of illocutionary functions on expressives. They are statement of pleasure, pain, likes, dislikes, joy, or sorrow.

Examples:

I'm really sorry! (Apologizing)  
Congratulations! (Congratulating)  
Mmmm.. Sssh. (Stating pleasure)

(Yule, 1996: 53)

Cutting also adds several other illocutionary functions denoting expressive acts. They are thanking apologizing, welcoming, praising, congratulating, deploring, and regretting (2002: 17).

### **d. Directives**

Directives are illocutionary acts that the speakers use to get something done by the hearers. These acts express what the speaker wants and the speakers

attempts to make the world fit the words via the hearer (Yule, 1996: 54).

Performative verbs denoting to this category are to ask, order, command, request, beg, plead, pray, entreat, invite, permit, advise, dare, defy, and challenge.

Examples:

I order you to leave.  
I command you to stand at attention.  
I advise you to leave.

(Searle, 1979: 14)

Yule (1996: 54) mentions some illocutionary functions in directive acts, namely commands, orders, requests, and suggestions.

Examples:

Gimme a cup of coffee. Make it black. (Commanding or ordering)  
Could you lend me a pen please? (Requesting)  
Don't touch that. (Forbidding)

(Yule, 1996: 54).

#### **e. Commissives**

Commissives are illocutionary acts used by the speakers to commit actions in future. These acts express what the speaker intends to do. By means of commissives, the speakers undertake to make the world fit with the words via the speaker (Yule, 1996: 54). Some performative verbs belong to these speech acts are to promise, to pledge, to offer, to threat, to refuse, and to vow.

Examples:

I promise to pay you the money.  
I promise that I will see it.  
I pledge allegiance to the flag.  
I vow to get revenge.

(Searle, 1979: 22)

The illocutionary functions on this type of illocutionary acts include promises, threats, refusals, and pledges.

Examples:

I'll be back. (Promising)

I'm going to get it right next time. (Promising)

We will not do that. (Refusing)

(Yule, 1996: 54)

To sum up, from the explanation above all the types of illocutionary acts with their general functions are summarized in Table 2 (adapted from Yule, 1996: 55).

**Table 2.2: Five general functions of illocutionary acts**

| No. | Illocutionary acts | Direction of fit             | S = Speaker<br>X = Situation |
|-----|--------------------|------------------------------|------------------------------|
| 1   | Declaratives       | Words change the world       | S causes X                   |
| 2   | Representatives    | Make words fit the world     | S believes X                 |
| 3   | Expressives        | Make words fit the world     | S feels X                    |
| 4   | Directives         | Make the world fit the words | S wants X                    |
| 5   | Commissives        | Make the world fit the words | S intends X                  |

#### 4. Context

As mentioned in the previous part, context factors are important point in studies of speech acts particularly in relation with discourse in study pragmatics (Cutting: 2002). In other words it can be said that speech acts are context dependent since the context also influences the illocutionary functions.

David Nunan states that “context refers to the situation giving rise to the discourse and within which the discourse is embedded.” (1993: 7). From that statement, context is simply defined as the circumstance or situation around

which influences the conversation. Thus, it is an essential factor in the interpretation of utterances and expressions.

Furthermore, Nunan (1993: 8) categorizes the context into two types: linguistic and nonlinguistic context. The first one is related to the language surrounding the discourse, while the second one is associated with the other-than-language or experimental context within which the discourse takes place. The non-linguistic context includes:

- a) the types of communicative events (e.g.: joke, story, lecture, sermon, conversation, and greeting);
- b) the topic;
- c) the purpose (function, e.g. stating, describing, thanking, and praising);
- d) the setting (physical aspects, such as location and time, and psychological aspects: emotional situation);
- e) the participants and the relationship within them; and
- f) the background knowledge and the assumption of the participants.

Dell Hymes uses the acronym SPEAKING to introduce the context in the use of language which is often associated with communicative competences (Wardhaugh, 2006: 247-248).

- a) Setting and scene (S)

Setting refers to the time and place or physical condition where the conversation takes place. Meanwhile, scene refers to the abstract, psychological situation or cultural definition of an event.

b) Participants (P)

Participants refer to the various relationships of speaker-listener, addressor-addressee, or sender-receiver. It includes social specified role in the choice of language, such as the levels of formality and informality.

c) Ends (E)

Ends refer to the expected outcomes or the purposes and the goals which are resulted in the conversations.

d) Act sequence (A)

Act sequence refers to the actual form and content of what is said, the utterances which are used and how they are used, and the relationship of what is said to the actual topic.

e) Key (K)

Key refers to the tone, manner, or spirit where the particular message is conveyed. It is also in relation with the nonverbal actions such as behavior, gesture, or posture.

f) Instrumentalities (I)

Instrumentalities refer to the choice of channel used in the conversation, such as spoken or written, as well as the choice of actual form of speech such as register, dialect, or code which is chosen by the speakers.

g) Norms of interaction and interpretation (N)

Norms of interaction and interpretation refers to the specific behaviors and properties associated with the conversational exchange, such as the way to open the conversation in a specific language which is related to its cultural aspects.

#### h) Genre (G)

Genre refers to the forms or the types of utterances, such as poems, proverbs, jokes, sermons, prayer, lectures, or editorials.

Holmes (2001: 8) also proposes that a conversation occurs by the influence of social factors. Those social factors are commonly shortened as 5W (Who, Whom, Where, What, and Why).

#### a) The participants (Who or Whom)

‘Who is speaking?’ and ‘To whom are they speaking?’ refer to the participants of the conversation speaker and listener or addressor and addressee. It also includes the relationship occurring between the participants.

#### b) The setting or social context (Where)

‘Where are they speaking?’ refers to the settings – physical or psychological contexts - around the conversation. The physical aspect includes the location, time, season, and year. Meanwhile, the psychological aspects involve the feeling of the speaker.

#### c) The topic (What)

‘What is being talked about?’ refers to the topic being discussed in the conversational exchange. The understanding of the topic by the participants is necessary to maintain the conversation. Consequently, the same background knowledge and assumption is a must for both the speaker and the listener.

d) The function (Why)

‘Why they are speaking?’ refers to the purpose of conversation, such as informing, commanding, inviting, suggesting, promising, greeting, congratulating, and thanking.

## **5. Communicative Competence**

The goal of teaching and learning of any languages, including English, is to master the communicative competence. This term was firstly proposed by Dell Hymes in early 1970s instead of the term linguistic competence. Communicative competence is defined as an aspect of one’s competence that enables them to convey and interpret messages and to negotiate meanings interpersonally within specific contexts (Brown, 2007: 219).

Communicative competences enlarge the concept of mastery of linguistic competence by means of which a learner acquires the grammatical and phonological elements. The linguistic competence covers only the language form and knowledge in terms of structural aspects. In contrast, communicative competence is broader because it includes not only linguistic (grammatical or formal competence), but also discourse competence, sociolinguistic or sociocultural competence, and strategic competence (Richard and Schmidt, 2003: 90).



Here are those four main categories of communicative competences according to R.L. Trask (Sugirin, 2003: 26).

a) Linguistic or grammatical competence

Linguistic or grammatical competence is related to the pure linguistic factors. It deals with how language is structuralized in systematic arrangement, phonetically and graphically. It consists of phonetics and phonology (sounds), morphology (morphemes, words), syntax (phrases, clauses, and sentence), and semantics (meaning). The scope of grammatical competence is only up to the syntactic level (sentence).

b) Discourse competence

Discourse competence is related to the textual aspects above the syntactical levels. It deals with how the sentences and/or paragraphs are combined and arranged to be a text (discourse). Consequently, the cohesion system, coherence features, and positional significance in text are some important aspects to be discussed in this level. Text types with different structure and purposes, which are realized as several genres, also become the topic under the discussion of this area.

c) Sociolinguistic or sociocultural competence

Sociolinguistic competence is associated with the use of language appropriately in social context or situation. Language is composed of different functions of the real uses such as greeting, introducing, opening and closing of conversation, questioning, ordering, complaining, praising, and so on. Those are used in appropriate situation and context so that the discussion deals with the

social use of language is also correlated with the discussion of cultural aspects in. Accordingly, it is clear that both sociolinguistic and pragmatic competences play important role here.

d) Strategic competence

Strategic competence is a part of communicative competence which is concerned with the way of how the learners organize the language in effective manner. Communicative strategy is another important aspect for learners to express the language properly and appropriately, in term of organized speech, with no misunderstanding, so that the communication runs well.

The concept of communicative competences is then developed, elaborated, enlarged, and revised by various experts, although the core remains same. Bachman in Brown (2005: 224) proposes another categorization. Instead of using terms communicative competence, she chooses using term language competence. The language competence is subdivided into two components, organizational competence and pragmatic competence.

Organizational competence comprises knowledge of linguistic units and the rules of joining them together at the levels of sentence (grammatical competence) and discourse (textual competence). Pragmatic competence subdivides into illocutionary competence and sociolinguistic competence. The illocutionary competence or the knowledge of the sociolinguistic conventions in pragmatic competence is used to perform language functions appropriately in a given context (Canale via Krisnawati, 2011: 106).

In reference with the previous explanation, illocutionary is a part of pragmatic competence dealing with the knowledge of communicative action and the way of using it in the communication. The implementation of illocutionary in ELT can be seen from the functional use of language taught in the classroom. Stating, requesting, thanking, complimenting, greeting, arguing and so on are some of language functions found in the ELT materials.

Those language functions are actually the realization of illocutionary functions, as a part of illocutionary competence, in the teaching and learning of English (Brown, 2007: 225). Those are needed to be taught in the language teaching and learning in the form of materials printed in the textbooks. In addition to that, the indirect way of teaching functional language is by means of teacher's language used. This is due to the fact that the English is also used by the English teacher as a medium language in the classroom.

## **6. Classroom Discourse**

In teaching any languages, including English, teacher is required to use the language he or she teaches directly. In the same way, English is not only taught but also used as medium language in the classroom. The varieties or registers of language used in the classroom is narrowed and different from the general language because it deals with special functions used implemented in the classroom. This type of language is called as classroom language or classroom discourse.

Classroom language is the type of language used in classroom situations. Richards and Schmidt (2003: 74) simply define classroom discourse as "a variety

of language sometimes used by teachers when they are in the process of teaching”. Classroom discourse is different in form and function from language used in other situations because of the particular social roles students and teachers have in classrooms and the kinds of activities they usually carry out there. Wardhaugh (2006: 306) explains that in classroom conversation the teacher is said to own the conversation itself. The teacher controls most of the important aspects of the communication such as topic and turn-taking.

In line with that, The Cambridge Teaching Knowledge Tests (TKT) Course Paperback lists some common classroom functions used by teacher during teaching and learning process (Spatt, Pulverness, and Williams, 2005: 134-135).

- a) Instructing is used by the teacher to tell the students what to do at different stages of lesson. This function commonly uses imperative form, e.g.: ‘Please open page five,’ and ‘For this activity, you’ll work in pairs.’
- b) Explaining is used to give more details of an activity or task, e.g.: ‘We will put your project in the wall so make sure that yours is easy to read.’
- c) Narrating is used when the teacher tells the students about the story or experience in the past. This function is commonly used in elementary levels, e.g.: ‘Before I start the lesson, I would like to tell you my experience during the holiday.’
- d) Eliciting is used by the teacher to get the information from the learners, rather than to give them directly, e.g.: ‘What can you see from this picture?’ and ‘How can you arrange these jumbled paragraphs?’

- e) Prompting is a function to help the students think of ideas or to remember a word or phrase by giving them part of it, e.g.: ‘You may start the story by this picture.’
- f) Correcting is used by the teacher to indicate that the students make a mistake, e.g.: ‘Use ‘went’ not ‘gone’ when telling your experience.’
- g) Checking is used to make sure whether the students have been correct or not. The use of concept question can be a way to check the students’ understand, e.g.: ‘Can anyone give me a sentence using this word?’
- h) Conveying the meaning is used by the teacher when there is a new word or expression in order that the students understand. This can use mime, bring realia or picture, or use spoken language which is easier to understand.

## **B. Related Studies**

A pragmatic research titled *Pragmatic Knowledge for Second Language Learners* was held by Margana in 2011. It discusses the implementations of several pragmatic aspects which are important in Teaching English as Foreign Language. That study is conducted in several secondary schools in Yogyakarta Regional Province. The researcher investigates two aspects of pragmatics: Illocutionary acts and conversational implicature. The result is that there are four types of illocutionary acts (representatives, directives, expressives, and commissives) and two types of conversational implicature (generalized and particularized implicature) used by the English teachers of secondary schools in Yogyakarta.

Another research by Iwan Khairi Yahya (2013) titled *Tindak Tutur Direktif dalam Interaksi Belajar Mengajar Mata Pelajaran Bahasa Indonesia di SMAN 1 Mlati, Sleman* (Directive Speech Acts in Indonesian Teaching-Learning Process in SMAN Mlati, Sleman) investigates the directive speech acts used by the teachers of Indonesian language in the classroom conversation. Using classifications of directive speech acts as proposed by Bach and Harnish, the research results that the use of question in classroom discourse is the most dominant (315 out of 826) of other directive functions. The research reveals that the use of questions in directive speech acts aims at raising the students' activeness in the teaching and learning process.

Another pragmatics research on language functions and speech acts in ELT is conducted by Afsin Moradi, Alireza Karbalaei, and Shahram Afraz (2013) in their research entitled *A Textbook Evaluation of Speech Acts and Language Functions in High School English Textbooks (I, II And III) and Interchange Series, Books I, II, And III*. Using Searle's classification of speech acts and Halliday's functional language, they compare the use of speech acts in New Interchange and some Iranian English textbooks. Their research results 1100 data containing speech acts, with 507 assertives as the dominant acts in New Interchange. On the other hand, in Iranian English textbook for high school they found 275 speech acts, with 122 directives as the most frequent acts. This study implies that the use of speech acts in Iranian high school textbook has not been implemented well compared to the textbooks composed by the native speakers of English, New Interchange I, II, and II.

Those three studies are concerned with the pragmatic aspects in the language education. It is similar to the study that the researcher conducts. However there are some differences. First, in the pragmatic research done by Margana the scope of the topics is broader. It deals not only with the illocutionary acts but also the implicature. Additionally, the object is broader, the English teachers of secondary school in Yogyakarta Special Region.

Second, the research conducted by Iwan Khairi Yahya has more specific topic. It deals only on a type of speech acts: the directives. The theory used to classify the illocutionary acts is also different from the theory used by the researcher in this research. Yahya applied illocutionary acts classification as proposed by the Bach and Harnish; the researcher uses Searle's. Moreover, the teachers' utterances that Yahya investigated are those in Indonesian language, whereas the researcher investigates the English utterances.

Third, in the study conducted by Moradi, Karbalaee, and Afraz, the object of the research is the English textbooks. They focus on the speaking dialogues used in those textbooks. They applied comparative study since they compared the textbooks issued by the English natives with those issued by the local (Iranian) publishers.

## **C. Conceptual Framework and Analytical Construct**

### **1. Conceptual Framework**

Conceptual framework is a guideline done by the researcher to investigate the problems of the study. In this research, the researcher conducts the classroom communication research. Classroom communication can be investigated from

several aspects. It can be phonology, grammar, discourse, sociolinguistics, or pragmatics. The researcher investigates the pragmatic aspects of the classroom communication, particularly the teacher's utterances.

Pragmatics itself has several main aspects such as deixis, reference, presupposition, speech acts, and implicature. One of that pragmatic aspect is speech acts. Speech acts consist of three main topics: locutionary acts, illocutionary acts, and perlocutionary acts. This research focuses on illocutionary acts performed by the English teachers in teaching-learning process.

Illocutionary acts are categorized into declaratives, representatives or assertives, directives, expressives, and commissives. They are the five types of illocutionary acts proposed by Searle (1979). Each of those acts consists of illocutionary functions. Some of those functions here are declaring, describing, predicting, agreeing, disagreeing, thanking, greeting, congratulating, sympathizing, apologizing, commanding, requesting, suggesting, advising, inviting, warning, encouraging, promising, offering, threatening, and refusing.

The results of the research reveal the types of illocutionary acts and illocutionary functions performed by the English teachers in classroom conversation at SMAN 1 Wates, Kulon Progo.



## 2. Analytical Construct

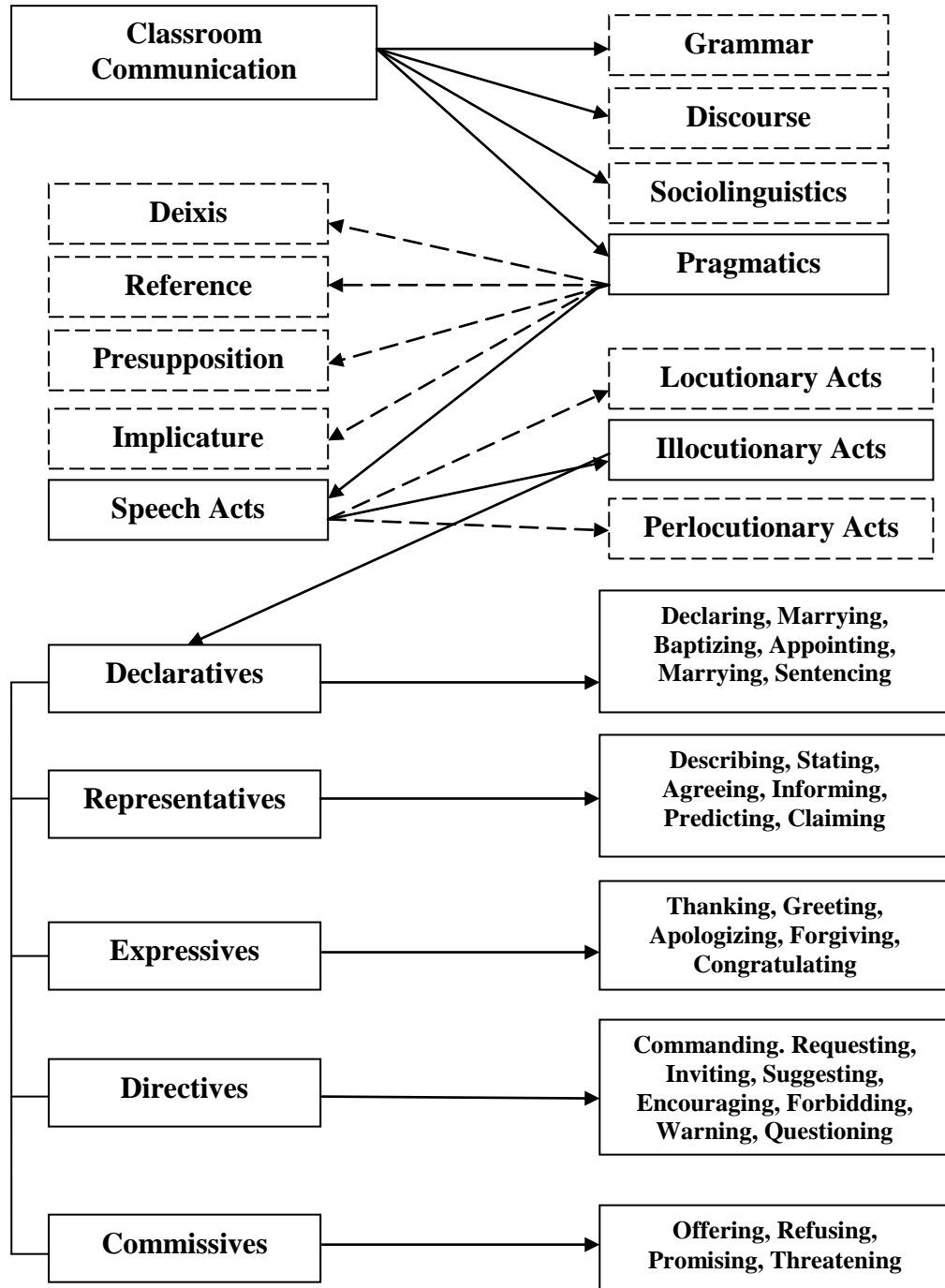


Figure 1

Analytical Construct of the Study

## **CHAPTER III**

### **RESEARCH METHODS**

In this chapter, how the research is conducted is explained in detail. This chapter is divided into five sessions: research type, data and data sources, research instrument, research procedures, and data trustworthiness. Each of them is presented in the following discussion.

#### **A. Research Type**

This research used descriptive qualitative methods. It means that the researcher applies a set of procedures used for problem solving based on the factual data. Bogdan and Taylor in Moleong (2004: 3) state that in descriptive qualitative study, the data investigated by the researcher are in the form of oral or written words. It is qualitative since it is concerned with nonnumerical data and it is descriptive since it aims at describing the facts of the analysis systematically based on actually they are.

Furthermore, Lodico, Spaulding, and Voegtle (2010: 143) summarize several primary characteristics or principles of descriptive qualitative research:

- 1) Naturalistic setting used by the researcher when conducting the research
- 2) Board research question used by the researcher to explore, interpret, and understand the social context
- 3) Nonrandom methods used by the researcher to select the participants in order to find the individual with important information

- 4) Observation and interview used by the researcher as data collection techniques in order to make the researcher in a close contact and interaction with the participants
- 5) Interactive role used by the researcher to understand the participants and their social context.
- 6) Hypotheses proposed by the researcher after the data collection and able to be revised in the data analysis
- 7) Narrative form rather than numerical one used by the researcher in the report of the research.

In line with those statements, the researcher applied descriptive qualitative method. It was because the data to be investigated were the utterances of English teacher in the classroom and the aim of the research was to describe the factual data supported by the theories of pragmatics which are proposed by several experts.

## **B. Data and Data Sources**

Qualitative research involves non-numeric data. The data of this research were the English teachers' utterances used when communicating with the students in the classroom. The researcher obtained the data from the classroom conversation in English teaching-learning process in SMAN 1 Wates, Kulon Progo. The data were obtained from four English teachers on 1-13 September 2014.

### **C. Research Instrument**

This research is qualitative, so the primary instrument is the researcher himself. The qualitative study cannot be separated from the role of the researcher because it is the researcher himself who determines the scenario of the research. The researcher plays role as a planner, implementer, of data collection and data analysis, data interpreter and finally as a pioneer of the research result (Moleong, 2004: 168).

### **D. Research Procedures**

#### **1. Data Collection Technique**

The data collection technique the researcher used in this study was note-taking technique. In note-taking technique the researcher used recording instruments, video camera and sound recorder, to record the classroom dialogues. Next, the researcher noted the data in the data sheet. The most important thing that the researcher has to notice is that the recording process must be conducted as naturally as possible in order that the utterer does not realize that his or her utterances are still being recorded (Sudaryanto in Kesuma, 2007:45). However, because the subject of the research was classroom conversation, situation of which is simulated, that condition could not be fully fulfilled. The researcher only tried to act as naturally as possible in order that he did not participate in the classroom communication. The role researcher here was only as an observer.

The data collection process applied in the research were divided into several steps, as followed.

- a. Recording the English teaching and learning process in the class using video camera and/ or video recorder.
- b. Making transcript of the dialogue from the recording.
- c. Selecting the collected data
- d. Recording the data into the data sheet
- e. Classifying the data.

The collected data was recorded in the data sheet. The data sheet used by the researcher was presented in Table 3 below.

**Table 3: The Data Sheet of the Findings**

| No | Code | Dialogues | Illocutionary Acts |     |     |     |     | Context | Functions |
|----|------|-----------|--------------------|-----|-----|-----|-----|---------|-----------|
|    |      |           | Dec                | Rep | Exp | Dir | Com |         |           |
|    |      |           |                    |     |     |     |     |         |           |

Note:

Dec : Declaratives                      Dir : Directives                      Com : Commissives  
 Rep : Representatives                Exp : Expressives

## 2. Data Analysis

After collecting the data, the researcher obtained the raw data. The data were then analyzed. The data analysis in qualitative research, according to Bogdan and Bilken, is an effort conducted by the researcher in order to organize the data by reducing the data into the organized units, synthesizing the data, finding the pattern, finding the important data, and deciding what to present to the others (Moleong, 2008: 248).

Miles and Huberman (1994: 15) suggest four steps of data analysis in qualitative study: data collection, data reduction, presentation, and conclusion. This process is called as interactive analysis. In data collection the researcher collected the data through the recording process. The collected data were then simplified on the important points and then were classified in relation to the focus of the research. In data reduction, the researcher conducted data selection, classified the data, made the focus, omitting the non-used data. This process was done continuously during the data analysis. Then, the researcher presented the analyzed data in order to give an effort to draw a conclusion. To draw the data conclusion, the researcher verified the data to make sure the validity of data. Additionally, the researcher had a discussion of the data with the experts.

In addition to the interactive analysis method, the researcher used identity method in analyzing the data. Sudaryanto in Kesuma (2007: 47) states that identity method is a method used when the researcher determines the identity of linguistic units by means of determining tools outside the linguistic aspects. Sudaryanto also states that there are five types of identity method which can be applied in linguistic study. They are referential method, articulatory phonetic method, translational method, orthographic method, and pragmatic method.

Because the topic of the research is concerned with pragmatic, in this study the researcher applied pragmatic identity method. This method is used to identify linguistic units according to the linguistic units and the effects which are uttered by the speakers. The researcher implemented this method since the research is concerned with the pragmatic phenomena occurring in the teaching-

learning process of English in the classroom which involve the communication between teacher and students.

In the data analysis process, the researcher applied coding system. The purpose was not to number the data, but was to make the researcher easier in selecting and classifying the data from the data sheet. The coding system was as followed.

**T-1/ RS/ 02.09.2014/ 14/ 3**

Note :

T-1 : Number of Transcript  
 RS : Initial of English Teacher  
 02.09.2014 : Date of Data  
 14 : Page of Transcript  
 3 : Number of Datum in Data Sheet

**E. Data Trustworthiness**

In order to reach the trustworthiness of the data in qualitative research, Moleong (2004: 324) suggests four criteria: credibility, dependability, transferability, and confirm-ability. In this study, the researcher focused only on credibility and dependability.

The credibility of the data obtained by means of triangulation. The triangulation that the researcher applied was researcher or investigator triangulation. It was conducted by consulting with the experts. In this case, the researcher discussed the data with two lecturers of linguistics courses of English Education Study Department of Yogyakarta State University. The researcher had the data discussion with Siti Sudartini, M.A., from English Education Study Program, and Emi Nursanti, M.Hum., from English Language and Literature Study Program. The investigators' roles were checking and validating the data.

To meet the dependability, the researcher gave detail explanation of the data collection and data analysis. Moreover, the use of video-recorder to record the more detail data was applied during the data collection process. It was conducted since the data to have been observed were in the form of the utterances used in the classroom communication which is context-dependent. Accordingly, the videotaping enabled the researcher to re-observe the data if necessary.



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

In this chapter, the results of the research that has been conducted are explained in detail. Similar to its title, this chapter is divided into two main parts: findings and discussions. All are explained in the following parts.

#### A. Findings

Based on the research, there are four types of illocutionary acts performed by the teachers in English teaching-learning process at SMA N 1 Wates, Kulon Progo. They are representatives, expressives, directives, and commissives. The declarative acts are not found. The results of the data findings are presented in Table 4.

**Table 4: Data Findings of Illocutionary Acts**

| No.          | Illocutionary Acts | Frequency | Percentage (%) |
|--------------|--------------------|-----------|----------------|
| 1            | Declaratives       | 0         | 0              |
| 2            | Representatives    | 105       | 23.976         |
| 3            | Expressives        | 49        | 11.187         |
| 4            | Directives         | 278       | 63.470         |
| 5            | Commissives        | 6         | 1.369          |
| <b>Total</b> |                    | 438       | 100            |

Table 4 shows that there are 438 data containing illocutionary acts. The directives serve the dominant frequency of all five types of illocutionary acts. There are 278 data (63.47%) containing directives acts. The lowest-rank frequency of illocutionary acts are the commissives with only 6 data (1.369%). The declaratives were not found in this research.

Additionally, there are 23 types of illocutionary functions employed by the teachers in the English teaching-learning process at SMA N 1 Wates. The results of the data findings are presented in Table 5.

**Table 5: Data Findings of Illocutionary Functions**

| No.          | Illocutionary Functions | Frequency | Percentage (%) |
|--------------|-------------------------|-----------|----------------|
| 1            | Stating an opinion      | 21        | 4.794          |
| 2            | Stating a fact          | 3         | 0.684          |
| 3            | Informing               | 29        | 6.621          |
| 4            | Explaining              | 46        | 10.502         |
| 5            | Agreeing                | 6         | 1.369          |
| 6            | Greeting                | 5         | 1.141          |
| 7            | Leave-taking            | 6         | 1.369          |
| 8            | Thanking                | 15        | 3.424          |
| 9            | Complimenting           | 11        | 2.511          |
| 10           | Joking                  | 4         | 0.913          |
| 11           | Apologizing             | 5         | 1.141          |
| 12           | Stating surprise        | 3         | 0.684          |
| 13           | Commanding              | 55        | 12.557         |
| 14           | Requesting              | 17        | 3.881          |
| 15           | Suggesting              | 20        | 4.566          |
| 16           | Forbidding              | 6         | 1.369          |
| 17           | Questioning             | 149       | 34.018         |
| 18           | Permitting              | 6         | 1.369          |
| 19           | Encouraging             | 17        | 3.881          |
| 20           | Wishing                 | 5         | 1.141          |
| 21           | Warning                 | 3         | 0.684          |
| 22           | Promising               | 5         | 1.141          |
| 23           | Threatening             | 1         | 0.228          |
| <b>Total</b> |                         | 438       | 100            |

Table 5 shows that 438 data contain illocutionary functions. Questioning is the most frequent illocutionary function used by the English teachers of SMA N 1 Wates, Kulon Progo. There are 149 data (34.01%) containing questioning function. On the other hand, the threatening function has the fewest frequent

function with only 1 datum (0.22%). The threatening is a by-chance datum due to its frequency which is less than 3 data.

## **B. Discussions**

This part contains the explanations of the data findings in reference to data analysis. There are four types of illocutionary acts found in this research. Each of them contains several particular functions. All are discussed in this following part.

### **1. Declaratives**

The declaratives are not found in the research. This type of illocutionary acts is special. The performers of these illocutionary acts must have the institutional role in specific context to perform these acts appropriately. Also, the declaratives have specific uses in very specific place and events (settings) e.g. a judge in a court when sentencing a defendant guilty or not, a director of a company when firing his employer, and a major when opening a new city bridge. Furthermore, the declarative uses specific illocutionary force indicative device, e.g. 'I declare that...', 'I pronounce that...'

In educational setting, such as in school when teaching-learning process is conducted, this type of illocutionary acts is rarely found. It can be performed, for instance, when the teacher appoints a student as a leader of the class 'I appoint you a leader of this class' or when he or she close the class 'I declare the today's meeting ends.' Nevertheless, there is no class leader election during the research. Also, teachers' utterance when opening and closing the class does not fulfill IFID of declaratives because in this research the teachers simply use greeting and leave-taking function (expressive acts) to open and close the class.

## 2. Representatives

Representative acts deal with the teachers' statement whether it is true or false. Quantitatively, representative acts are in the second rank of the illocutionary act performed by the English teachers of SMA N 1 Wates. In classroom conversation, teachers deliver their teaching materials. The teaching materials contain factual or nonfactual statements. Pragmatically, those true and false statements, of course, belong to representative acts.

There are five types of representative functions found in the data. They are stating an opinion, stating a fact, informing, explaining, and agreeing.

### 1) Stating an opinion

This function is used to tell own thoughts, ideas, or opinions rather than facts to the listener. In the classroom, teacher uses this function to express their view of a particular topic or phenomenon. Datum (4:1) is an example of stating an opinion the English teachers performed.

(4:1) T : Is it clear? **The picture is clear. The pictures are good enough, I think. Funny, perhaps.** What do you think about the pictures? For the students who have finished, please look at the picture. O.K Now. What do you think about the picture? What do you think?

Ss : Cartoon

(T-4/KW/03.09.14/2/6)

As shown in Datum (4:1), the bold expressions present the teacher's own opinion about the pictures shown in the display. He stated that the picture was a clear, good, and funny. The use of expression 'I think' indicates the stating opinion expression because 'think' is one of the performative verbs of stating one's opinion.

Next example of representative function of stating an opinion performed by the teachers in English teaching-learning process is presented in the Datum (4:2).

|  |
|--|
| <p>(4:2) T : O.K. From now on if you get compliment among you or <i>di antara satu kelas ini ya</i> among this class, you must be careful. You apply the English culture if the compliment is in English, but if in <i>Bahasa</i> perhaps you think twice whether it's sincere or not. <b>I think it's because the oriental culture tends to be wise –you know.</b> We have to differentiate which one we apply. Then the last one of English compliment. OK, all together read.</p> <p>Ss: (<i>reading aloud the text</i>)</p> <p style="text-align: right;">(T-2/CR/04.09.14/6/11)</p> |
|--|

In Datum (4:2), the English teacher warned the students about the cultural awareness in expressing compliment in English language which was different from that in Indonesian. She stated an opinion 'I think it's because the oriental culture tends to be wise –you know' as a reason of explanation she had stated. It is classified as stating an opinion because the speaker used expression 'I think' to indicate the speaker's own idea, thought, or believe of particular phenomenon.

Other expression which contains illocutionary function of stating an opinion used by the English teachers in classroom conversation at SMA N 1 Wates, Kulon Progo is presented in Datum (4:3).

(4:3) T: ... Are you ready now, Galih?  
 S: Not yet. *Aku rung apal*  
 T: Not yet?  
 S: *Halah timbang minggu depan*  
 T: Let me see the dialogue. *Saya lihat dialognya. It's necessary for you to show it.*  
*(Some students prepared the notebook computer and the projector in order to show the speaking dialogue to the teacher)*  
 (T-1/RS/02.09.14/2/)

In Datum (4:3), the teacher requested the students to see the dialogue. She expressed the bold expression it because she thought that she could easily correct any mistakes. The bold expression in Datum (4:3) is classified as stating an opinion since it shows teacher's opinion as a reason for her previous statement.

## 2) Stating a fact

This illocutionary function is expressed by the speaker to state a fact or a truth which is accepted in general. Datum (4:4) is an example of stating a fact performed by the English teachers in classroom communication.

(4:4) T: Next number: 'I hope there are more hours in a day.' *Saya harap ada jam tambahan dalam sehari. There are 24 hours a day (a) Kita harap ada lebih dari 24 jam. It's impossible. 'I wish I studied something more practical.' Belajar sesuatu yang lebih praktis. Berarti artinya apa?*  
 Ss: *(silent)*  
 (T-3/ZF/03.09.14/6/16)

The bold expression in Datum (4:4) 'There are 24 hours a day' is a general truth. It is believed by people all over the world and it is scientifically correct. Consequently, the bold expression is classified as stating a fact.

Other example of stating a fact employed by the English teachers of SMA N 1 Wates is shown in Datum (4:5).

(4:5) *(Teacher checked students' presence)*  
 T: **It is now 3 September.** Oh, it's very, very, very crowded here. *Yang Hanif Afifah sakit ya?*  
 Ss: Yes.  
*(Teacher continued checking students' presence)*  
 (T-4/KW/03.09.14/3/10)

Datum (4:5) occurred when the teacher checked students' attendance list. He stated the date, and the month for that day 'It is now 3 September.' This expression is a statement of fact. That the day was 3 September is in line with the general truth. The bold expression, accordingly, is classified as stating a fact.

Other example of representative function of stating a fact is presented in Datum (4: 6).

(4:6) T : Good morning, students.  
 Ss : Good morning, Ma'am  
 T : **Now is Friday, 5 September 2014.** O.K. Beki? Fauzan? Latifah? Monita? Syifa? ....*(Teacher checked students' attendance list)*  
 (T-6/RS/05.09.14/1/1)

The bold expression in Datum (4:6) is classified as stating a fact because the speaker mentioned the day, date, month, and the year when she conducted an activity. The bold expression she stated is in conjunction with the statement of fact or general truth.

### 3) Informing

Informing is expressed by the teacher to give the students information what the students are going to do in relation with the teaching and learning process. Datum (4:7) is an example of informing function performed by the English teachers of SMA N 1 Wates.

(4:7) T: O.K. Class. **We have finished our first topic or basic competence that is about politeness. Right? Now our agenda is that we will learn about utterances or expressing gambit.** Perhaps you find it in your daily life even when you converse with your friend. Let me take example I see you wear your new glasses; then I say something. Ayu, oh what a new glasses?  
 S: Thank you  
 (T-2/CR/06.09.14/1/2)

As presented in the bold expression in Datum (4:7), the teacher informed the students that they had finished their previous materials about the politeness in English. Now the teacher was willing to continue the topic about expressing gambits or language function in speaking English. Those bold expression are informing because they contain information related to the past and future activities done by the students in teaching-learning process.

Other example of representative function of informing can also be found in Datum (4:8).

(4:8) T: **Next unit, we will discuss your exercise about noun phrases.** Please read, for you that have book. There are six types of noun phrases. Read, Galih. Number one. *Yang nomer satu.*  
 S: 'I saw a bird fly high.'  
 (T-1/RS/02.09.14/3/12)



The bold expression in Datum (4:8) is classified as informing because it contains information for the students concerning what the class would do. That they were going to discuss the exercise about noun phrase are the information.

Other example of informing function expressed by the English teacher is as presented in Datum (4:9).

(4:9) T: O.K. Listen. Perhaps, you can do it at home, but you have to type it and then you submit in one folder in a class, *satu kelas dalam satu folder*. Submit it when you have the first test. **We wil have the test after we discuss the procedure text. Next meeting, we will still have *Mbak siapa itu?***

Ss: Nisa

T: ... ***Mbak Nisa* to discuss to discuss formal but not official. And then, next Friday we discuss the procedure text. Then we will have the first test. And you have to submit. Then the next you may have the mid-test.** Thank you. See you next meeting.

Ss: See you.

(T-6/RS/05.09.14/3/8)

The bold expressions in Datum (4:9) show that the teacher informed the students the activities they were going to have. Next meeting, they would continue discussing formal invitation. On Friday they would discuss the procedure text and that was the time to submit the homework. Then, after the meeting on Friday they were going to have midterm test. All contains information for the students. Therefore, those bold expression are classified as informing,

#### 4) Explaining

Explaining is expressed when the speaker wants to make something clear or easy to understand by describing or giving more information about it. In classroom settings, this function is frequently used when teacher explains the

teaching-learning materials. An example of explaining function is presented in Datum (4:10).

(4:10) T: O.K. Class. We have finished our first topic or basic competence that is about politeness. Right? Now our agenda is that we will learn about utterances or expressing gambit..... **Let me take example; I see you wear your new glasses; then I say something. ‘Ayu, oh what a new glasses.’**  
 S: Thank you  
 (T-2/CR/06.02.14/1/2)

Datum (4:10) presents the use of example of a particular gambit used by the English teacher by giving the situation and an utterance. ‘Let me take example; I see you wear your new glasses; then I say something. ‘Ayu, oh what a new glasses.’ It is explaining function as it provides the students more information about the topic they are going to discuss: giving compliment in English. The use of expression ‘Let me take example’ is the way of explaining through exemplifying.

Next example of explaining function used by the English teacher is found in Datum (4:11).

(4:11) T: ..... What is ‘compliment’ in Bahasa?  
 Ss: *‘Pujian’*  
 T: *‘Pujian* or? *‘Memuji’*. **Actually between the verb and the noun, the English of the two words are same. The part of speech of compliment is verb and noun. Compliment itself as a noun is ‘pujian’. So the same.....**  
 (T-2/CR/06.09.14/1/2)

Datum (4:11) shows that the English teacher gave the more explanation on definition of compliment. She explained the similarities as well as the differences

in grammatical aspects, that the word ‘compliment’ could be used as both noun and verb. Its purpose is to provide the students with more explanation of a particular thing, issue, or phenomenon, so the students would understand more on that topic. Consequently, the bold expression is categorized as explaining.

Next example of explaining function performed by the English teachers in classroom conversation is presented in Datum (4:12).

(4:12) T: ‘Wake up’ or ‘get up’? What is the difference? *Apa? Orang Jawa nggomong aku mau esuk jam 4 wis tangi ning durung tangi. Tangi ning rung tangi. ‘Wake up’ means you open your....*  
 Ss: Eyes  
 T: ... eyes. ‘Get up’ means ‘you leave your bed’. ‘Wake up’. ‘Get up’.  
*Bahasa Jawanya sama, Aku wis tangi ning rung tangi.*  
 (T-3/ ZF/06.09.14/5/13)

Datum (4:12) shows that the teacher and the students were discussing the difference between ‘wake up’ and ‘get up’. The teacher illustrated the difference using Javanese’s concept. Then, as shown by the bold expression, he also described the definition of ‘wake up’ and ‘get up’. Since it gives the listeners additional information of something, the bold expression is categorized as explaining.

## 5) Agreeing

Agreeing is illocutionary function which is expressed when the speaker has same opinion with the listener or when the speaker accepts the listener’s suggestion or idea. Datum (4:13) is one of the examples of agreeing functions in English teaching-learning process.

(4:13) T: Do you think is the picture for you, or for your younger brother, or sister? It is for adult or child or kids?

Ss: Kids

T: **O.K. Kids.**

(T-4/KW/03.09.14/2/6)

Datum (4:13) presents that the teacher asked for students' opinion about the picture displayed on the projector. The question was to what age the picture is proper. The students expressed their opinion that the picture was suitable for kids. The teacher replied 'OK'; followed by repeating what the students have said. 'O.K' is an expression that means 'Yes'. From this, obviously the teacher agreed on the students' answer, so the bold expression is categorized as agreeing.

In addition to the previous example, there is other datum containing illocutionary function of agreeing as exemplified in Datum (4:14).

(4:14) T: ..... *Ending-nya mungkin seperti itu.* Just think and imagine. 'If you have a chance to write the story...' *Sudah nulis kan?*

Ss: The same.

T: The same. If the same, we would not write anything. What do you think? Pardon?

Ss: The end of the story is same.

T: **The same. O.K.**

(T-5/KW/12.09.14/2/7)

In Datum (4:14), the English teacher asked the students to provide another idea of an end of the narrative story, as one of their friends had done. However, they replied 'The same' which means they had no answer. The teacher asked a question again but the student's answer was still the same. Consequently, teacher agreed on student's answer by 'The same. O.K.'

(4:15) T: When you give compliment to someone you have purpose, right? *Pasti punya tujuan*. What is the purpose? Show me.  
 Ss: Appreciate  
 T: **Yes. Right.** It is to appreciate other work, achievement.  
 (T-2/CR/ 04.09.14/3/5)

The bold expression in Datum (4:15) is another example of agreeing function. It was expressed by the teacher as a comment of student's answer. It is agreeing because it contains expressions 'Yes' and 'Right' which indicate that the participant has same opinion with other participants.

### 3. Expressives

Expressive acts deal with the statements of speaker's feeling or attitude of particular situation. Based on the research results, expressives are in the third rank of illocutionary act frequency found in classroom communication in English teaching-learning process at SMA N 1 Wates. There are five types of expressive functions found in the data. They are greeting, thanking, complimenting, joking, apologizing, and stating surprise.

#### 1) Greeting

Greeting is an expression used to welcome someone. In classroom situation it is commonly found when a teacher starts the process of teaching and learning. An example of greeting is shown in Datum (4:16).

(4:16) T: **Good morning, students.**  
 Ss: Good morning, Ma'am.  
 T: How are you today?  
 Ss: I'm fine.  
 (T-4/KW/03.09.14/1/1)

As shown by the bold utterance in Datum (4:16), the teacher applied expression ‘Good morning, students.’ This expression is a greeting used to greet people in the morning, from 00.00 to 12.00. As the English lesson started at 08.45, the teacher applied this greeting expression. The students responded the teacher with the same expression ‘Good morning.’

Next example of greeting expression employed by the English teachers at SMA N 1 Wates can also be found in Datum (4:17).

(4:17) T: **Good morning, class?**

Ss: Morning

T: How’re you today?

Ss: Excellent

T: Really?

Ss: Yes.

(T-2/CR/04.09.14/1/1)

Similar to that in Datum (4:16), the bold expression in Datum (4:17) is classified as greeting. It was performed in the morning to greet the students when the teacher opened the lesson. It also has same form with that of Datum (4:16). The difference is only on the direct address that the teacher point at the whole class.

The bold expression performed by the English teacher in Datum (4:17) also contains greeting function.

(4:18) T: **Morning.**

Ss: Morning, Sir

(T-3/KW/06.09.14/1/1)

The simple expression in datum (4:18) is a greeting function which is actually a short form of ‘Good morning.’ Here, the word ‘good’ is omitted. However it still has same meaning and same purpose: to greet the students.

## 2) Leave-taking

Leave-taking is expressed by the speaker to close a conversation. In teaching-learning process, the teacher applies this function in the end of the lesson to close the lesson. The Datum (4:19) is one of the examples.

(4:19) T: ... You may continue it at home. Don't forget Friday you will have a test, four materials. And next Tuesday, *next Tuesday* you perform your report text. O.K. Thank you. **Good bye.**  
 Ss: Good bye.  
 (T-1/RS/02.09.14/6/13)

In Datum (4:19), as presented by the bold expression, the teacher applied an expressive function ‘Good bye’. The teachers closed the lesson by saying ‘Good bye.’ and the students replied with the similar expression, ‘Good bye.’ Since the teacher used that expression to close the conversation it is classified as leave-taking.

Different leave-taking expression performed by the English teacher is also found in Datum (4:20).

(4:20) T: O.K. Class thank you very much for now. Do your task. **See you next week.** *Assalamualaikum wr wb.*  
 Ss: *Walaikumsalam wr. Wb.*  
 (T-2/CR/04.09.14/9/23)

The bold expression ‘see you’ is one of the common expressions of leave-taking other than ‘Good bye.’ It is usually performed by the speaker to end up a

conversation. In Datum (4:20) ‘See you next week’ was performed to close the lesson and it means that the teacher and the students would meet again in the following week.

Datum (4:21) also exemplifies the leave-taking function used by the English teachers of SMA N 1 Wates.

(4:21) T: .... Next meeting, we will still have Mbak *siapa itu?*  
 Ss: Nisa  
 T:... Mbak Nisa to discuss to discuss formal but not official. And then, next Friday we discuss the procedure text. Then we will have the first test. And you have to submit. Then the next you may have the midtest. Thank you. **See you next meeting.**  
 Ss: See you.  
(T-6/RS/05.09.14/3/8)

In Datum (4:21), the bold expression ‘See you next meeting’ was performed to finish the English lesson that day. It means all the participants would meet again in the following English lesson.

### 3) Thanking

Thanking is illocutionary function uttered by the speaker when he/she feels gratitude for what the listener does or says. The Datum (4:22) presents an example of thanking.

(4:22) T: *Yes?* Anybody wants to read this for me?  
 S: Me (*raising her hand*)  
 T: O.K. **Thank you.** Please.  
(T-2/CR/06.09.14/4/7)

In Datum (4:22), the teacher performed thanking expression ‘*Thank you*’ as a response of student’s willingness to do what teacher has requested. The



English teacher asked any students to read a short dialogue in the printed material. Then, a student replied 'Me' while raising her hand. 'Thank you' is one of thanking expression to express speaker's gratitude.

Next example of thanking function employed by the English teacher in the teaching-learning process is presented in Datum (4:23).

(4:23) *(Some students entered the classroom. They collected the recording of speaking dialogue to the teacher)*  
 S: *Sudah, Pak.*  
 T: **Thank you. Thank you.** Good. Nice. That's correct.  
 (T-4/KW/03.09.14/2/9)

Datum (4:23) presented other example of thanking. The teacher used common expression 'Thank you' two times. He expressed his gratitude because the students had collected their assignments: creating a recording of speaking dialogue.

Other datum containing expressive function of thanking employed by the English teachers at SMA N 1 Wates is presented in Datum (4:24).

(4:24) *(School bell rang)*  
 T: In interrogative there is a question mark..... If you haven't finished I give you another. **Thank you very much for attention and joining.**  
*Assalammualaikaum wr wb.*  
 Ss: *Walaikumsalam wr wb.*  
 (T-4/KW/03.09.14/4/12)

In Datum (4:24) as shown in the bold utterance, the teacher performed thanking function with expression 'thank'. He thanked the students for their attention and attendance in the lesson today.

#### 4) Complimenting

Complimenting is an expression which shows approval, admiration, or respect of what someone does. Datum (4:25) is an example of complimenting functions performed by the teachers in English teaching-learning process.

(4:25) *(Two students finished performing a speaking dialogue)*

T: Thank you for Khoirul and Rahma. **Big applause for them.**

Ss: *(clapping their hands)*

(T-4/CR/06.09.14/6/14)

The thickened expression in Datum (4:22) was employed by the English teacher to give comment on the students' performance. The expression 'Big applause for them' actually implies that the teacher praised the students' performance and he asked the other students to do so. Therefore, the bold expression is categorized as complimenting.

Next example of complimenting function used by the English teachers in the teaching and learning process is in Datum (4:26).

(4:26) T: Different idea, please. Come on.

S: Maybe the fishermen will quite happy but their wife becomes a fish and they're life

T: The man lives happily with the fish but his wife become fish. Then?

S: And then the fish turns back into the prince

T: Thank you very much. **That's a good idea.**

(T-5/KW/.09.14/2/8)

The bold expression in Datum (4:26) presents that the teacher gave a comment on student' answer. A student expressed his idea about the possible end of narrative story "The Enchanted Fish". The teacher felt happy and proud of that student's answer. Therefore, he expressed 'Thank you very much'. Additionally

he praised 'That's a good idea'. That expression is not only a description or opinion but it conveys complimenting function.

Datum (4:27) also exemplifies expressive function of complimenting performed by the English teachers of SMA N 1 Wates.

(4:27) T: Do you know the word 'mess'?

Ss: *Berantakan*

T: **Good.** *Berantakan.* What a beautiful garden it is. *Ih bagus banget tamannya. Oh berantakan kok.*

(T-2/CR/ 04.09.14/4/7)

Datum (4:27) shows the expression containing expressive function of complimenting. The bold expression 'Good' is expressed by the English teacher to praise on students' response in answering her question. She asked whether they knew the Indonesian translation of word 'mess' or not. The students' answer was '*berantakan.*' It was true answer, so the teacher praised them.

## 5) Joking

Joking is an expression that is said by the speaker to make the listener laugh. In teaching-learning process, the English teacher generally applies this function to relax the strained situation in the classroom. An example of joking is presented in Datum (4:28).

(4:28) T: If the compliment is not sincere they will refuse it as well. For example, Don't try to flatter. '*Gombal ah. Gombal.*' **But in English it's not gombal, you know – It's cloth**

Ss: (*laughing*)

T: '**Gombal**' is cloth.

(T-2/CR/06.09.14/5/11)

As shown in Datum (4:28), the English teacher explained the cultural differences between Indonesian and English when expressing compliment. She gave an example the way Indonesian refuses the compliment by using '*Gombal ah. Gombal*' (Don't be kidding). However, when explaining the English translation of the similar expression, she literally translated the Javanese word '*gombal*' (cloth). This made all students in the classroom laugh. The teacher strengthened her joke by adding other utterance '*Gombal* is cloth.' Therefore, those bold expressions are categorized as joking.

Different joking expression found in the teaching-learning process is shown in Datum (4:29).

(4:29) (*Two male students practiced a dialogue*)

S: 'Hey Mike, you look so handsome today'.

T: **Hey you must be careful if your friend says you're handsome** (*laughing*).

S: (*laughing*)

(T-2/CR/06.09.14/8/18)

The bold expression in Datum (4:29) contains expressive function of joking. It occurred when two male students performed a dialogue of compliment. He said 'Hey Mike, you look so handsome today'. Suddenly, the teacher interrupted and said 'Hey you must be careful if your friend says you're handsome'. It implies that the students should be aware that one of the students practicing the dialogue might have abnormal sexual orientation because one of them praises his male partner to be a handsome boy. Then the response from the other students was laughing.

(4:30) T: Have you been told by your mom your grandma about the story or legend? Have you ever been told?  
 S: *Kelinci dan Kura-kura*.  
 T: *Pernah belum?* Have you ever been told? Have you ever been told?  
 S: *Bentul*  
 T: *Inggris padhakke Jawa...*By your parents about any folklore, any fairytale. *Pernah belum? Critane ngapusi ra pa pa. Tentang apa? **The Cucumber Stealing the Mousedeer?** Timun Nyolong Kancil.*  
 S: Pinokio... Cinderella

(T-5/KW/12.09.14/4/12)

The bold expression in Datum (4:30) contains expressive function of joking. As shown by the bold expression, the teacher changed the title of a traditional folktale. The real title was actually 'The Mousedeer Stealing the Cucumber', but he changed it into 'The Cucumber Stealing the Mousedeer'. It is a joke because normally a mousedeer eats cucumber. The teacher's purpose when uttering that expression is to relax the situation since it was a sunny afternoon and he saw a lot of student feeling so sleepy. Therefore, this expression is classified as joking.

## 6) Apologizing

This illocutionary function is expressed by the speaker for saying sorry for the fault he or she has done. An example of this function which is performed by the English teacher is shown in Datum (4:31).

(4:31) T: ...Suppose *Mas* Askhar. Which one *Mas* Askar?  
 Ss: Laska Ma'am.  
 T: **Oh I'm sorry, Laska, Alaska?** Haha. For example Mas Laska got 10 in English and I give compliment: what a high scores. What is the function? To? What is the purpose?  
 Ss: *Motivasi*

(T-2/CR/06.09.14/3/5)

Datum (4:31) presents an expressive function of apologizing. It is apologizing since it contains 'sorry' which indicates apologizing function. The purpose is to express teacher's apology for miscalling a student's name.

Other datum which contains expressive function of apologizing performed by the English teachers at SMA N 1 Wates is following.

(4:32) T: Yes. Mmm. In your textbook page 1. Page 6. O.K. You have question about the story of the fisherman. The question 1, what is your answer? Yes or no?  
 Ss: No.  
 T: How do you know? Yes or no? No 'How did he feel about this?' 'How did he feel about it?'  
 Ss: He felt... (*saying something unclear*)  
 T: **Sorry?** The fisherman... Aloud please.  
 Ss: 'The fisherman felt ashamed of the fish.'

(T-5/ KW/12.09.14/1/3)

Datum (4:32) shows that the English teacher performed expression 'Sorry'. It is a common expression (illocutionary force indicating device) to express one's sorry or apology. In the datum, the teacher saying sorry for not catching what the students had said.

Other expressive function of apologizing which is used by the English teachers is exemplified in Datum (4:33).

(4:33) T: *Apa yang?* 'Might' means?  
 Ss: '*Mungkin*'  
 T: '*Mungkin*.' 'Might' means ' *mungkin*'. 'Have happened' '*telah terjadi*'. '*Apa yang mungkin telah terjadi.*' What do you think? Come on.  
 Ss: (*saying something unclear*)  
 T: Yes. Any reason?  
 Ss: Animal and....  
 T: The place might... **Sorry, what did you say?**  
 Ss: (*saying something unclear*)

(T-5/ KW/12.09.14/1/4)

The bold expression in Datum (4:33) presents an expressive function of apologizing. Similar to those in previous datum, this utterance uses common apologizing expression ‘sorry’. The teacher’s purpose when performing this function is saying sorry for not catching the utterance that the students said because they said it unclearly.

### 7) **Stating surprise**

This function is expressed when the speaker feels shocked because of something or someone. An example of this function is presented in Datum (4:34).

(4:34) T: Good morning class?  
 Ss: Morning  
 T: How’re you today?  
 Ss: Excellent  
 T: **Really?**  
 Ss: Yes.

(T-2/CR/04.09.14/1/1)

As presented in Datum (4:34), the bold expression shows that English teacher said ‘Really?’ with rising intonation and wrinkle face. When she asked for students’ condition, the students’ response is ‘Excellent’. It made the teacher so surprised with what the students’ condition really was. Therefore, the bold expression is classified as stating surprise.

Next example of stating surprise used by the English teacher is presented in Datum (4:35).

(4:35) T: I do hope that you are all safe and sound. What is 'safe and sound'?  
 S: *Sehat wal afiat*.  
 T: Yups. Good. 'Safe and sound' means '*sehat walafiat*'. Have you heard this term before?  
 S: Yes. In song.  
 T: **Oh song?** What kind of song?  
 S: (*mentioning a name of singer*)

(T-2/CR/04.09.14/1/1)

As shown by the thickened expression in Datum (4:30), the teacher was surprised because a student could know the meaning of a difficult expression through a song. The teacher said 'Oh song?' in raising intonation and in wrinkle face. Therefore, the bold expression is classified as stating surprise.

Next, Datum (4:36) presents other example of stating surprise expressed by the teacher in English teaching-learning process.

(4:36) T: Are you ready now, Galih?  
 S: Not yet. *Aku rung apal*.  
 T: **Not yet?**  
 S: *Halah. Timbang minggu depan*.

(T-1/RS/02.09.14/2/5)

In Datum (4:36), the teacher's employed expression 'Not yet?' in raising intonation and wrinkle face. It shows that she felt so surprised why the student was not ready to perform the dialogue although it had been delayed for more than a week. The teacher raising intonation and wrinkle face shows that the bold expression is stating surprise.

#### 4. Directives

Directives are illocutionary acts used by the speaker to get something done. These acts is the highest rank frequency because in classroom discourse, the



English teachers use a lot of instructions for the students to do a particular thing, such as asking the students to do the task, to collect the assignment, to open the textbook, or to erase the whiteboard.

Nine types of directives function are found in the data. They are commanding, requesting, suggesting, forbidding, warning, questioning, permitting, and encouraging.

### 1) Commanding

Commanding is the function used to ask or order someone to do something in direct way. An example of commanding performed by the English teacher is shown in the Datum (4:37).

(4:37) T: **Look at the example.** 'I am hoping for good weather tomorrow.' Hope plus for plus noun phrases. *Frase kata benda*. Good weather tomorrow. Number two I'm hoping for a good grade in English. Good grade?  
 Ss: *Nilai baik*

(T-3/ZF/06.09.14/2/8)

The bold expression in Datum (4:37) is obviously a commanding function. The expression 'Look at the example' is created by means of imperative form: verb 1 + object / adverb. That is the basic formula in performing a commanding function. The reason of the teacher performed this function was to order the students to look at the example shown in the textbook.

The following datum, Datum (4:38), is other example of commanding performed by the English teachers in teaching-learning process.

(4:38) T: **Write down any folklore, legend myth or anything about the stories in this space in short but clear but complete idea.** Right? **Remember.** Fiction or non fiction.

Ss: Non

T: You can create. You can imagine. You can create by yourself.

(T-4/KW/12.09.14/3/11)

As shown in Datum (4:38), the English teacher ordered the students to write down a short narrative text. Obviously, he used imperative mood 'Write...'. It is an illocutionary force indicating device to perform illocutionary function of commanding. As shown with the bold font, syntactically the expression is composed of verb 1 + object + adverb.

Other datum containing directive function of commanding employed by the English teachers of SMA N 1 Wates is shown in Datum (4:39).

(4:39) T: **Just prepare yourself. Prepare a compliment. Note in your mind a compliment to your friend any topic then you throw it to your friend at random – *sembarang*- and your friend should accept, respond spontaneously.** Are you ready with it? **Stand up too.** Are you ready class?

Ss: Ready.

(T-2/CR/ 04.09.14/7/15)

The bold expressions in Datum (4:39) use imperative mood: verb 1 + object/adverb. Those are the formula of commanding. The addition of word 'just' is to soften the strength of command. In Datum (4:39) the teacher performed commanding function to instruct the student to make a speaking dialogue of expression of compliment.

## 2) Requesting

Requesting is an illocutionary function which is used to ask or order someone to do something in indirect or polite way. Request can also be defined as polite or indirect command. An example of directive function of requesting performed by English teachers in classroom communication at SMA N 1 Wates is presented in Datum (4:40).

|   |
|---|
| <p>(4:40) T: Then, now besides expressing compliments, actually we still have the other one. Usually when we are not in a good condition when your friend's not in good condition and unhappy or sad, so of course you show cares or show.</p> <p>Ss: Symphaty</p> <p>T: Symphathy. In what situation you express this?</p> <p>Ss: (<i>silent</i>)</p> <p>T: Badmood, sad, gloomy. Right. And then what do usually do when you heard this someone else feels unhappy of get accident have bad scores for a test and then other sitation that tends to be bad. What do you usually say to other people in this kind of condition?</p> <p>Ss: Symphathy</p> <p>T: Symphathy. <b>Could you give me examples?</b></p> <p>Ss: Take a pity</p> <p style="text-align: right;">(T-2/CR/06.09.14/8/19)</p> |
|---|

The requesting expression, as shown by the thickened fonts, in Datum (4:40) uses formula: could + subject + verb + object. It is in interrogative form and implies request from seeing its context since the teacher politely asked the students to mention expression of sympathy. A student responded teacher's utterances by mentioning an example of expressions of giving sympathy 'Take a pity.'

Next requesting function performed by the English teachers of SMA N 1 Wates is exemplified in Datum (4:41).

(4:41) T: Alright. O.K. I think I gave you some assignments to collect to make a home recording. Have you finished doing?

Ss: No.

T: Why not?

Ss: Nothing. Busy.

T: Very, very busy. **So would you please collect it if you are finishing?**

You can revise you can record if you have. You haven't?

Ss: Yes

(T-4/ KW/03.09.14/1/2)

Datum (4:41) contains an example of requesting function. The bold expression 'So would you please collect it if you are finishing?' is requesting because it is in interrogative mood and it has auxiliary verb 'would' and exclamation 'please'. Construction 'would + subject + verb + please' in interrogative form is a way to express a requesting function. The teacher's purpose of those expressions is to politely order the students to collect the recording.

Other example of requesting function performed by the English teachers of SMA N 1 Wates is shown in Datum (4:42).

(4:42) T : O.K. Mbak Mega and Herna, **would you like to explain, I mean back to the character of invitation letter?** *Kembali ke presentasimu yang tentang undangan formal itu tadi.* Perhaps you can explain using your own language what you have shown you cite from the internet. Perhaps, the language is too difficult for us. **So, can you make it simple so that your friends can understand more?**

S: Mmmmm. I'm trying to explain it with our daily language. I think basically the structure is just the same with the invitation letter in Indonesia.

T: O.K. **If you say the same, would you like to write down on the blackboard, I mean the outline, the design?** Perhaps you can show us the example based on that example. Please, analyze the part. *Ada salutation, ada dresscode, ada RSPV dan sebagainya. Nah itu.* What I ask to you 'Is it a must the formal letter must enclose the head?'

S: Ya. Kop.

(T-6/RS/ 05.09.14/1/3)

In Datum (4:42) as shown by the bold expression, there are three requesting functions in interrogative form. The first and the third one use expression ‘would like’, would + subject + like + to +verb 1. The second uses auxiliary verb ‘can’, can + subject + verb 1. All have specific characteristics of requesting function; therefore, they are categorized as requesting.

### 3) Suggesting

Suggesting is a directive function performed by the speaker to put forward an idea or plan for the listener to think about. The example of suggesting function is shown in Datum (4:43).

(4:43) T: Ilham, your group, *kelompokmu yang* group giving suggestion, *untuk yang memberikan saran kemarin*. Who is the member of the group?  
Who is the member?  
S: Luqman, Wildan, Rachel, and I.  
T: Four. How about Estu, Galih?  
S: Nanda  
T: *Ya eh*hh. **How if you change the dialogue?** *Diubah dialognya*. Then Ilham’s group consists of four people. *Kan lebih dari 4 orang toh kelompokmu?* *Ya?* **How if you change the member?** *Diubah anggotanya*. The member of the group will be three. *Tiga saja*. Eta wis. O.K. Galih’s will be three. *Ya ta?* *Ya?* O.K  
S: Yes.  
S: *Lha Nanda gimana, Bu?*  
T: Oh. **It better if Nanda is replaced by another.** OK? Are you ready now, Galih?  
S: Not yet.

(T-1/RS/02.09.14/1/4)

In Datum (4:43) the English teacher suggested the members to change some parts in their dialogue by saying ‘How if you change the dialogue?’ and ‘How if you change the member?’ ‘How if’ is a common expression of suggesting. This expression gives the listener other idea to think about.

Consequently, that expression is classified as suggesting. Next, she also said 'It better if Nanda is replaced by another'. This expression contains 'had better' (The auxiliary 'had' is deleted). 'Had better' is an illocutionary force indicating device of suggesting (or advising).

Following is other datum containing directive function of suggesting employed by the teachers in English teaching-learning process.

(4:44) T : O.K. Mbak Mega and Herna, would you like to explain, I mean back to the character of invitation letter? *Kembali ke presentasimu yang tentang undangan formal itu tadi. Perhaps, you can explain using your own language what you have shown you cite from the internet.* Perhaps, the language is too difficult for us. So, can you make it simple so that your friends can understand more?

S: Mmmmm. I'm trying to explain it with our daily language. I think basically the structure is just the same with the invitation letter in Indonesia.

(T-6/RS/ 05.09.14/1/3)

Bold expression in Datum (4:44) shows that the teacher expressed an utterance using auxiliary verb 'can' and adverb 'perhaps'. Those expressions, 'perhaps' and 'can' are illocutionary force indicating device of suggesting. As a result, the bold expression in Datum (4:44) is classified as suggesting.

Datum (4:45) presents other example of directive function of suggesting used by English teachers of SMA N 1 Wates.

(4:45) (*Students repeated practicing the speaking dialogue*)

T: Sit down O.K. This is interesting, you know, because one makes another model theme or topic by promoting a compliment that is not sincere, for example: Oh you're like ariel Noah. *Jawabannya harus?*

S: No...

T: 'Are you kidding?' **But the way they express the compliment should be natural** *tidak naik. Jangan terlalu serius.* I want you to be natural.

(T-2/CR/ 04.09.14/7/17)

Datum (4:45) presents the use of directive function of suggesting. The bold example contains auxiliary verb ‘should’. ‘Should’ is an illocutionary force indicating device of suggesting. Therefore the bold expression in Datum (4:45) is classified as suggesting.

#### 4) Forbidding

This function is the opposite of commanding function. It is used to order the listener not to do something. An example of forbidding function is in Datum (4:46).

(4:46) T: Now, I give you some situations with the expressions and response ya. There’s two students Nina and Dina...eh Nina and Dino. Nina’s father... He has been dismissed from his job. What is ‘dismiss’?  
 Ss: *Dipecat*  
 T: *Ya, dipecat.* And then your friend’s sad. So you can start with ‘Dino you look so sad what’s wrong with you.’ And then Dino say that ‘Mmm you know that my father... my father has been dismissed from the job’. And then your answer is? First, the first thing that you say is ‘Oh my God.’ Really?’ ‘Is that true?’ ‘Are you sure?’ And then?  
 Ss: *Symphaty*  
 T: ‘You have my symphathy.’ What else?  
 S: ‘Poor you’  
 T: **Don’t say ‘Poor you’ ‘Poor you’ It is Indonesian style.** *Kasian deh, Lu*  
 Ss: *(laughing)*

(T-2/CR/ 04.09.14/9/21)

As presented in Datum (4:46) the teacher reminded a student, ‘Don’t say poor you’. The teacher uttered that expression because a student gave an inappropriate responding expression of giving sympathy. That student said ‘Poor you.’ The teacher said that it was Indonesian style, not English. ‘Don’t’ is an illocutionary force indicating device of forbidding. As a result, the bold expression in Datum (4:46) is classified as forbidding.

Other illocutionary function of forbidding performed by the English teachers of SMA N 1 Wates is found in Datum (4:47).

(4:48) T: What else? 'I hope to get a nice day.'  
 S: 'I hope I get nightmare.'  
 T: **Don't use 'nightmare'**. What is 'nightmare'?  
 Ss: *Mimpi buruk*.

(T-3/ZF/06.09.14/5/14)

The dialogue in Datum (4:48) occurred when the class was still discussing formula of expressions of hope to someone wanting to go to bed. The teacher asked the students to mention the expression of hope other than 'I hope to get a nice day.' A student jokingly answered 'I hope I get a nightmare'. The teacher then corrected the student's inappropriate expression by uttering 'Don't use nightmare.' This expression is forbidding because it contains illocutionary indicating device 'don't'. 'Don't' is an illocutionary force indicating device of forbidding.

Other than those in Datum (4:47) and Datum (4:48), the example of forbidding function is shown in Datum (4:49).

(4:49) ..... (*The students and the teacher discussed the answer*)  
 T: O.K. Number five. *Sudah?* **Mbak, don't close the slide. Jangan ditutup dulu.** Please you go to your chair.  
 S: (*going back to their chair*)

(T-4/KW/03.09.14/2/5)

Syntactically, the thickened expression in Datum (4:49) uses imperative form with negative auxiliary verb 'don't'. This is a characteristic of forbidding function, 'don't + verb 1 + object'. 'Don't' is an IFID of forbidding function. The



purpose of this expression is to order the students not to close the PowerPoint slide because the teacher would discuss the slide.

### 5) Questioning

This illocutionary function is expressed by the speaker in order to get the reply, answer, or information from the listener. The example of this function is presented in Datum (4:50).

(4:50) S: Excuse me Sir. May I join the class?

T: Please yes.

S: Thank you, Sir

T: **What are you doing?**

S: I had a trouble in traffic, Sir.

(T-5/KW/12.09.14/2/6)

As shown in Datum (4:50), there was a student asking for permission due to coming late to the class. The teacher allowed him, but he asked the reason of his coming late. The teacher expressed ‘What are you doing?’ in interrogative mood in rising intonation. That student then provided the reason of his lateness.

Next, illocutionary function of questioning used by the teacher in the English teaching-learning process is exemplified in Datum (4:51).

(4:51) T: O.K *Mas. Mbak* Fauzan. **Who made this dialogue?**

S: Nanda.

T: O.K. **Did he ask you to discuss this before you write down?**

S: Yes.

T: **And you just say agree with him?**

S: Yeah

There are three expressions containing directive function of questioning as shown by the bold fonts in Datum (4:51). First is subject question which is formed

by question word + verb + object. It is a question used to ask for the doer of an action. Here, the teacher asked for the writer of the speaking dialogue which had been performed. Second expression is a yes/ no question which is formed by auxiliary verb + subject + verb + object. In this type of question, the speaker asked for yes or no answer. In Datum (4:51), the teacher asked whether the member of the group discussed the speaking dialogue created by one of the members. Third is a question which is formed by means of speaker's rising intonation. This question is generally performed in spoken language.

Other example of questioning function performed by the English teachers of SMA N 1 Wates is presented in Datum (4:52).

(4:52) T: Today we have homework ... **Opinion number one up to number?**

**How many?**

Ss: Five

T: **What page?** Number one *apa?* **Ardiyanto, what is the answer for number one?**

S: ....

T: **Number four?**

S: 'Wearing earring for male students.'

T: *Apa?* 'Wearing earring for male students.' **Number five? ....**

S: 'Wearing short skirts for female students.'

(T-3/ZF/06.09.14/2/5)

As shown by the bold expression in Datum (4:52), there are 6 questions. First question is formed by raising intonation. The teacher used it to ask to what number the homework was. Second question is short question. The original form is actually 'How many homework do you have?' but the speaker shortened it because he considered the listeners had understood the meaning. Third is also shortened question. Its complete form is 'In what page is the homework?' Four is

WH question. The speaker used ‘what + to be + subject’. Meanwhile, question five and six is short form of WH question like question four. All the questions were performed by the teacher because she wanted information from the students.

## 6) Permitting

Permitting is an illocutionary function expressed by the speaker to allow the listener to do or to say something. One of the examples of permitting functions is presented in Datum (4:53).

(4:53) *(A male student suddenly entered the classroom)*

S: May I join the class, Sir?

T: **Please do.**

(T-3/ZF/06.09.14/2/7)

In Datum (4:53) there was a student who came late. When entering the classroom, he asked for permission from the English teacher. The teacher allowed her to join the class by responding ‘Please do’. Viewed from the relationship with the previous utterance expressed by the student, the teacher’s response belongs to permitting. It is permitting because by means of it he allowed the student to join the lesson.

Similarly, other example of directive function of permitting performed by the English teacher is presented in Datum (4:54).

(4:53) *(A student entered the classroom)*

S: Excuse me Sir. May I join the class?

T: **Please yes.**

S: Thank you, Sir.

(T-5/KW/13.09.14/2/6)

As shown in Datum (4:54), the dialogue happened when there was a student came late. He asked whether he was permitted to join the class or not. The teacher allowed him by saying 'Please yes.' Viewed from its context, that bold expression is categorized as permitting.

Beside the previous example, other permitting function is also found in teaching-learning process as shown in the Datum (4:55).

(4:54) S: *Pak boleh cari tempat tenang nggak?*

T: **O.K. You may... you can find a quiet place to record your dialogue.**  
Outside is OK. Fifteen minutes. Remember right fifteen minutes. If you finish, you can collect, submit to me.

(T-4/KW/03.09.14/1/4)

Datum (4:55) above shows an example of permitting function. The expressions in the bold fonts apply exclamatory 'O.K.' and declarative mood with auxiliary verbs 'may' and 'can'. From the first expression uttered by the students that he asked for permission to find a noiseless place to record her dialogue, the use of exclamatory 'O.K.' and auxiliary 'may' and 'can' indicate that the teacher allowed her. Accordingly, the bold expressions belong to permitting function.

## 7) Encouraging

Encouraging is an illocutionary function used by the speaker to give the listener support or courage to do something. An example of illocutionary function of encouraging performed by the English teachers in classroom communication at SMA N 1 Wates is shown in Datum (4:56).

(4:56) T: Question 2. (*Reading the textbook*) 'The story doesn't reveal out the end. What do you think it might have happened?'  
 Ss: (*silent*)  
 T: What is the meaning of the question? What is meaning? Might have happened?  
 Ss: *Apa yang....*  
 T: *Apa yang?* 'Might' means?  
 Ss: *Mungkin*  
 T: *Mungkin.* 'Might' means '*mungkin*'. 'Have happened' '*telah terjadi.*'  
*Apa yang mungkin telah terjadi.* What do you think? **Come on.**  
 (T-5/KW/13.09.14/1/4)

As presented in Datum (4:56), the teacher read the question in the textbook. But, the students remained silent. The teacher repeated the question again and added expressions 'come on' to encourage the students to answer. 'Come on' is one of expressions belonging to encouraging function and its purpose is to motivate listener to do something.

In addition to the example in Datum (4:56), there is also other example of encouraging, as shown in Datum (4:57).

(4:57) .... (*Teacher entered the classroom*)  
 T: **Come on, picture one. You can find any name. It's O.K. The person you like. You can do it in your book or the board. Come on, quickly, quickly please. You have discussed with your friend**  
 S: *Nomor satu ya, Pak?*  
 T: O.K.  
 T: Arum, what number?  
 S: Five.  
 (T-4/ KW/03.09.14/2/8)

The bold expression in Datum (4:57) indicates the use of exclamatory 'come on'. Similar to the previous datum, this bold expression belongs to directive function of encouraging. The teacher enforced the students to quickly present the descriptions of the pictures.

(4:58) T: Anybody wants to be the next volunteer?  
 Ss: *(silent)*  
 T: The third one. The volunteer. It's O.K. **The boys. Are you boys? Are you boys? So please. No one? So, is that means that you are not boys?**  
 Ss: *(silent)*

(T-2/CR/06.09.14/6/14)

In Datum (4:58), the bold expressions is performed by the English teacher when she offered a chance for the students, especially the male ones, who had not performed the dialogue. But, the students remained silent. Thus, the English teacher enforced them by saying 'The boys. Are you boys? Are you boys? So please. No one? So, is that means that you are not boys?' Those bold expressions are encouraging function because its purpose is to motivate the male students to practice the dialogue.

## 8) Wishing

When wishing, the speaker hopes something good to happen in future. An example of wishing functions performed by the English teacher in English teaching and learning process is presented in Datum (4:59).

(4:59) *(A student suddenly entered the classroom)*  
 T: May... May....  
 S: Mmmm...  
 T: May I... *Apa?*  
 S: Join the class.  
 T: May I join the class please.  
 S: May I join the class please.  
 T: Please do. Pardon? *Saya tidak menghukum Anda kok. Biar Anda pinter. Automatic in speaking English. Kalau sudah otomatis itu tidak jadi beban pikiran, sudah di bibir, tapi kalau belum harus pikir-pikir dulu. Anda kalau bicara bahasa Jawa sudah tidak jadi beban pikiran ta? Sudah dibibir. It is hoped that English is on your lips, not in your dream. Automatic. Automatic.* That's good. That's better.  
 (T-3/ZF/06.09.14/1/2)

The bold expression in Datum (4:59) contains verb ‘hope’ in passive voice which indicates the directive function of wishing. This expression means that the teacher wished the students would be automatic in speaking English. He expected his students to use English automatically without thinking and worrying too much.

Other directive function of wishing performed by the English teacher is shown in Datum (4:60).

(4:60) T: Alright. O.K. I think I gave you some assignments to collect to make a home recording. Have you finished doing?  
 Ss: No.  
 T: Why not?  
 Ss: Nothing. Busy.  
 T: Very very busy. So would you please collect it if you are finishing?  
 You can revise you can record if you have. You haven’t?  
 Ss: Yes  
 S: *Skripnya ditulis nggak Pak?*  
 T: The recording is O.K. But **I hope you make a very good dialog, a very good script, very good pronunciation, intonation.....**  
 (T-4/KW/03.09.14/1/3)

In Datum (4:60), as shown by the bold expression, the teacher said ‘I hope you make a very good dialogue ...’ the construction of this utterance is S + hope + O. The verb ‘hope’ is an illocutionary force indicating device of wishing. Hence, the bold utterance is categorized as wishing.

Other example of directive function of wishing expressed by English teachers of SMA N 1 Wates is also presented in Datum (4:61).

(4:61) T: How’re you today?  
 Ss: Excellent  
 T: Really?  
 Ss: Yes.  
 T: **I do hope that you are all safe and sound.**  
 (T-2/CR/04.09.14/1/1)

In Datum (4:61), as shown in the bold expression, the teacher expressed her wish ‘I do hope that you are all safe and sound.’ She expected that the students would be always in the good health so that they could join in the lesson today. The use of verb ‘hope’ indicates that the expression conveys wishing function.

### 9) Warning

This function is uttered by the speaker to tell the listener about danger. Datum (4:62) is an example of directive function of warning.

(4:62) T: Do you have any remotes please? No? Get me a stick.  
*(A male student turned on the projector by climbing up the table)*  
 T: O.K. **Be careful. Be careful.** *Awas.*  
(T-4/KW/03.09.14/2/5)

The bold expressions in Datum (4:62) show that the teacher said ‘Be careful,’ when he saw his student turning on the projector by standing up on the table. The expression that he used is in imperative form (be + adjective) and it contains adjective ‘careful’. Adjective ‘careful’ is used to give the listeners a caution of warning. Therefore the bold expression is categorized as warning.

Next warning expression performed by the English teachers of SMA N 1 Wates is exemplified in Datum (4:63).

(4:63) T: O.K. **From now on if you get compliment among you or *di antara satu kelas ini ya, you must be careful.*** You must apply the English culture if the compliment is in English, but if in Bahasa Indonesia perhaps you think twice whether it’s sincere or not. I think it’s because the oriental culture tends to be wise – you know. We have to differentiate which one we apply. Then this is the last one of English compliment. OK, all together read.  
 Ss: *(reading aloud the text)*  
(T-2/CR/06.09.14/6/11)



In Datum (4:63), as shown by the bold utterances the teacher warned the students to be careful when they practiced expression of compliment in real situation. The students had to be aware of the cultural differences between English and Indonesian which influenced the way of expressing and responding expression of compliment. The use of phrase ‘must be careful’ indicates the directive function of warning.

Datum (4:54) presents other example of directive function of warning employed by the English teachers in classroom communication.

(4:64) T: O.K. *Saya sekedar mengingatkan saja. I know that you don't want what happened to Davin happens to your friends anymore. I warn you. That's only about the problem of attitude.. Itu hanya masalah sikap. Pahami maksudnya?*

Ss: *(silent)*

(T-6/RS/05.09.14/1/1)

From bold expressions in Datum (4:64) it shows that the teacher performed an utterance ‘I warn you’. That expression is clearly a warning expression because of the verb ‘warn’ as an illocutionary force indicating device. In the whole expression, the teacher warned the students that they have to be aware with their attitude to the school institution. He said that because in the past one of their friends was left the school and moved to another school due to his bad attitude.

## 5. Commissives

Commissives are illocutionary acts dealing with speaker's commitment in doing an action in future time. Commissive acts are in the lowest rank of other illocutionary acts found in the research. From the data there are only two types of

commissive function performed by English teachers at SMA N 1 Wates. They are promising and threatening.

### 1) Promising

Promising is a function used by the speaker to tell the listener that the speaker will definitely do or not to do something. The example of promising function in classroom communication is in Datum (4:60).

(4:60) (*School bell rang*)  
 T: **O.K class, now for coming week, I'll give you by the end of the session, setelah jam ke-8 kalian mungkin... you can bring your book.** First make expression of compliment and then followed by the expression of sympathy, two dialogs. And underline the utterances.  
 O.K. Class, thank you very much for now. Do your task.  
*Assalamualikum wr wb.*  
 Ss: *Walaikumsalam wr. Wb.*  
(T-2/CR/06.09.14/9/23)

In Datum (4:60) the English teacher reminded the students to collect the works in their notebooks. She used auxiliary verb 'will' which indicates future time expression. The bold expression is not only an information but it conveys that the teacher committed the she would return the students' books. Since the speaker commits to do an action in future, therefore, the bold expression is classified as promising.

Next, the Datum (4:61) presents other example of promising function performed by the English teachers at SMA N 1 Wates.

(4:61) T: In interrogative there is a question mark..... **If you haven't finished I'll give you another.** O.K? Thank you very much for attention and joining. *Assalammualaikum wr wb.*  
 Ss: *Wa'alaikumsalam wr wb.*  
(T-4/KW/ 03.09.14/4/12)

The bold expression in Datum (4:61) conveys a promising function that the teacher would give another example of present continuous tense. That dialogue when he explained interrogative sentence in present continuous tense. But the school bell rang. It made the English teacher finished the class with the unfinished explanation. As a result, he committed that he would provide another explanation in the next meeting if the students needed. The use of future marker ‘will’ also indicates the promising function.

In addition to Datum (4:60) and Datum (4:61), Datum (4:62) also contains commissive function of promising.

(4:62) T: Sympathy. Could you give me examples?  
 Ss: Take a pity  
 T: Take a pity? O.K. The sympathy is close to our society. So, you must have culture awareness. Both expressions are different. **So, later I’ll give you all together sympathy and compliments.**  
 (T-2/CR/06.09.14/8/19)

As presented in Datum (4:62), the teacher said that she would give the students all together expressions of sympathy and compliments. The bold expression uttered by the teacher is in the form of declarative mood or affirmative sentence. It contains auxiliary verb ‘will’ and adverb ‘later’ which indicates future meaning. Furthermore it can be seen that the speaker committed that she really would do that act. So, from that reason, the bold expression is classified as promising.

## 2) Threatening

Using this function, the speaker will cause trouble to the listener if the speaker does not get what he or she wants. The example of threatening function

which the teachers perform in English teaching-learning process is presented in Datum (4:63).

(4:63) T: **O.K. I remind you, two people, two students. Handayani, you must do all the work like the other friends. Mereka belum pernah masuk pelajaran saya. Anda ingin tertinggal apa tidak? Kalau tidak mau tertinggal berarti you must do like other friends ya. Kalau tidak sama berarti Anda tertinggal sebab Anda belum pernah masuk Bahasa Inggris. Bukan berarti Anda kegiatan terus Anda tidak perlu Bahasa Inggris. Bukan. Tugas Anda di sini kan belajar This includes those who didn't attend the previous meeting, Tristi. Later, I want to check your work: task 1, task 2, and other. .... Kalau ingin pintar ya harus berlatih. Kalau malas ya...**

Ss: (silent)

(T-3/ZF/06.09.14/1/4)

As shown in those bold expressions in Datum (4:63), the teacher reminded two students who had never attended English lesson because of joining extracurricular activities. The English teacher said that those two students must not left behind from their other friends because the primary activity in school was studying. He threatened those two students that if they did not do their tasks, he would be responsible. Also, to make sure they would do all their tasks, he promised to check the works of those two students. The commissive function of threatening applied in Datum (4:63) is in the form of declarative mood with rising intonation.

Based on the findings of the research, the directives serve the most dominant illocutionary acts performed by English teachers of SMA N 1 Wates. Directives acts are the types of illocutionary acts concerned with getting things done. The English teachers perform these acts since in classroom conversation

teachers play significant or dominant role. They give various instructions to the students to do a particular thing during the teaching-learning process. For example, the teachers ask the students to do the task, to collect the assignment, to open the textbook, or to erase the whiteboard. Those instructions are mostly in directive acts such as commanding, requesting, suggesting, or questioning.

Next, questioning, a function of directive acts, is the most frequent (34.018%) illocutionary function performed by the English teachers of SMA N 1 Wates. Questioning is an illocutionary function of directive acts used by the speaker to get an information from the listeners. In classroom communication, most of the questions are pseudo-questions since the teachers have already known the answer. Teachers apply questioning to enhance and involve the students into the teaching-learning process. Furthermore, the underlying purpose of use of questioning is to activate the students' background knowledge and to raise the students' critical thinking of a particular phenomenon in a teaching-learning subject.

Threatening, a function belonging to commissive acts, is the fewest function performed by the English teachers at SMA N 1 Wates. This illocutionary function is used to tell the listener that the speaker will cause a trouble if he does not get what he wants. This function is usually performed in emotional way. In classroom communication, it is used when the students are not cooperative with the teacher, so the teacher threatens the students with particular expressions. Since the students of SMA N 1 Wates are cooperative enough during the lesson, the English teachers rarely perform this function.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

In this chapter, the researcher divides the content into three points. They are conclusions, implications, and suggestions. The explanation of each point is presented below.

#### **A. Conclusions**

This research is concerned with the pragmatic analysis of illocutionary acts used by the English teachers in the teaching-learning process at SMAN 1 Wates. In line with the objectives of the research, to identify illocutionary acts and illocutionary functions used by the English teachers in classroom conversation at SMAN 1 Wates, the research results can be concluded as follow.

1. There are four types of illocutionary acts used by the English teachers at SMAN 1 Wates. They are representatives, expressives, directives, and commissives. The declaratives are not found. The directives are the most frequent illocutionary acts, while the commissives are the fewest.
2. There are 23 types of illocutionary functions performed by the English teachers at SMAN 1 Wates. They are stating an opinion, stating a fact, informing, explaining, agreeing, greeting, thanking, complimenting, joking, apologizing, stating surprise, commanding, requesting, suggesting, forbidding, warning, questioning, permitting, encouraging, wishing, promising, and threatening. The questioning is the most frequent function, while threatening is the fewest frequent function.

## **B. Implications**

If we draw a relationship of the results of the research with the position, function, and role of the teacher in teaching and learning process, we can say that the teachers' role in English teaching-learning process of SMA N 1 Wates is as an agent of change. Despite their dominations in the conversation, they try to raise students' critical thinking by expressing illocutionary function of questioning. As the agent of change, the English teachers expect the students to change from being passive learners into the active ones as well as to change their thoughts and attitudes to be more critical. Therefore, the teachers still should decrease his dominations in teaching-learning process.

## **C. Suggestions**

Based on the conclusion and implications that have been explained above, some suggestions will be directed toward the English teachers and the other researchers.

### **1. To the English teachers**

The English teachers should take into account on illocutionary acts in English teaching. The illocutionary acts are so important in the classroom that the instructions uttered by the teacher are understood by the students. The appropriate implementation of illocutionary acts in teaching-learning process will indirectly help the students to master the communicative competences. Moreover, the use of particular illocutionary functions, e.g.: questioning, can be so essential for helping the students to activate their background knowledge and critical awareness.

## **2. To the other researchers**

- a. The subjects of the research are the utterances expressed by the English teachers in the classroom. The students' utterances, as a part of classroom communication, have not been investigated. The next researchers, therefore, may enlarge the subjects of their research into the teachers and students' utterances.
- b. The focuses of the research are only on illocutionary acts. Other aspects of speech acts such as locutionary and perlocutionary acts may be investigated by the next researchers. Furthermore, they can investigate other major topics of the study of pragmatics, e.g. deixis, presupposition, reference, conversational implicature, cooperation, or politeness in the classroom communication in English language teaching.



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# **APPENDICES**

# **APPENDIX A: TRANSCRIPTS**

### TRANSCRIPT 1

Subject : *Bahasa Inggris Wajib*  
 Class : XI IIS 2  
 Topic : Expressing Suggestions and Possessive Pronouns  
 Teacher : Reti Sudarsih, S.Pd  
 Date : 2 September 2014  
 Time : 10.30-12.00

T : Good morning, students.  
 Ss : Good morning, Ma'am.  
 T : How are you today?  
 Ss : I'm fine.  
       Not so bad, Ma'm.  
       I'm so speechless today.  
 T : Let's check our presence today. Who's absent today? Rachel?  
 Ss : *Ijin ke TVRI. Ikut lomba.*  
       (She's absent, going to TVRI station to join a competition)  
 T : *Oh yang ikut lomba itu ya.*  
       (Oh I see. she's the one who join that competition.) Arif?  
 S : Arif. *Mengantar ibunya*  
       (He's accompanying his mother)  
 T : O.K. *Mengantar ibunya ya.*  
       Anisa?  
       Beta?  
       Dini?  
       Dwi Indani?  
       Endang?  
       ....  
       Ima  
       Latifah?  
       Luqman?  
       Ilham?  
 T : Ilham, your group *kelompokmu yang* group suggestion, giving suggestion, *untuk yg memberikan saran kemarin.* Who is the member of the group? Who is the member?  
       (Ilham, your group is that of giving suggestion, for the previous materials).  
 S : Luqman, Wildan, Rachel, and I.  
 T : Four. Sudah How about Estu, Galih?  
 S : Nanda  
 T : *Ya ehh.* How if you change the dialogue? *Diubah dialognya.* Then Ilham's group consists of four people. *Kan lebih dari 4 orang toh kelompokmu? Ya?* How if you change the member? The member of the group will be three. *Tiga saja.* Eta wis. O.K. Galih's will be three. *Ya ta? Ya* O.K

(Just change the dialogue. His group consists of more than four people, right? Only three people. Eta please. Alright?)

S : *Berarti buat lagi, Bu?*

(Do we need to rewrite it again, Ma'am?)

T : *Kan kelompokmu sudah tiga*

(No, your group has consisted of three people)

S : *Lha Nanda, Ma'am? (How about Nanda, Ma'am?)*

T : *Oh. Berarti yang punyake Nanda diganti saja.*

(Oh I see. It means you should change Nanda's dialogue.)

T: It better if Nanda is replaced by another. OK? Are you ready now, Galih?

S : Not yet. *Aku rung apal ki.*

(I haven't learned it by heart)

T : Not yet?

S : *Halah timbang minggu depan.*

(Better now than next week)

T : Let me see the dialogue. *Saya lihat dialognya.* It's neccessary for you to show it.

(Some students prepared the LCD to present the speaking dialog)

T : *Mau pakai itu? O.K. Ageng, you replace Nanda. Kamu gantikan.*

(Do you want to use the script? You replace him)

S ; Yes Ma'am.

T : Come on. Greet your friends first. *Biasa dibuka dulu.*

(Greet your friend first, as usual)

S : O.K. *Assalamualaikum wr wb.*

(Peace be upon you)

Ss & T: *Walaikumsalam wr wb.*

(Peace be upon you)

S : Good morning friends.

Ss & T: Morning.

S : I will show you my, *eh* our dialogue, about what staying in boarding house is good or not.

T : O.K.

(A group of students practiced a dialogue)

T : O.K *Mas. Mbak Fauzan.* Who made this dialog?

S : Nanda.

T : O.K. Did he ask you to discuss this before you write down?

S : Yes.

T : And you just say agree with his dialog?

S : Yeah

T : Can you go up? The third line. *Baris yang ketiga.* (The third line) 'We just only playing play station about this afternoon.' What do you mean by this sentence?

S : *'Kita sedang bermain game pada siang ini.'*

(We're playing a game, this afternoon)

T : 'About this afternoon.' What is about this afternoon?

*Kenapa harus ada kata 'about' kemudian 'this afternoon'?*

- (Why do you use 'about' followed by 'this afternoon'?)
- Ss : *(laughing)*
- T : O.K. *ya. Jadi Wiji itu* 'we are only playing play station.' About is omitted and the just too.  
(Oh I see. So what Wiji means is we are only playing play station.)
- T : 'Oh my God.' *God-nya itu gedhe apa cilik?*  
(The 'g' in word 'God' is in capital letter or not?)
- Ss : *Besar* (Capital letter, Ma'am)
- T : *Kemudian* 'so is that activity mainly to do in this enjoyable boarding house?' What does it mean? *Arti kalimat ini apa? 'Jadi iki ta gaweanmu, gitu?' Ya?*  
(What does the sentence mean?)
- Ss : *Iya*  
(Yes)
- T : Oh. 'So, is that the... THE.. activity that you do in this enjoyable boarding house.' *Berarti* yg enjoyable *itu kos-kosannya ya?* OK. *Terus njawab:* 'unbelievable.' '*Buang-buang waktu,*' *gitu ta?*  
(Oh, so you means the enjoyable thing is the boarding house, right?.. Then B answer 'unbelievable'. It wastes the time, right?)
- T: It wastes, *wastingnya ilang.* Wastes. *So-nya ilang.* It wastes, *tambahi es* time. You just spending. *Ing-nya ilang.* 'Over like that.' What does it mean?  
(Omit the word 'wasting'... Omit the 'ing'. It wastes, delete 'wasting'. With no 'ing'...)
- Sa : *Lebih seperti itu.*  
(More than that)
- Ss : *Kelebihannya.*  
(More than that)
- Ss : *Ya seperti itu*  
(Like that)
- T : As you see. 'What we must do? So 'What should we do?' *Yang* we have known this. Go on. 'You wastes much money joining the course' *hilangkan kata-kata* classnya. (Omit that word). That's most useful....Independency using I not Y. Ya wis 'That's a good advice' *Bawahnya Galih itu dialognya.* but Im. Im, *itu ada apostrofnya.* ... alone and all alone. O.K. Thank you.
- S : Thank you for your attentions. *Assalamualaikum wr wb.*  
(Peace be upon you)
- Ss & T: *Walaikumsalam wr.wb*  
(Peace be upon you)
- T : Next unit we will discuss your exercise about noun phrases. Please read for you that have book. There are six types. Read, Galih. Number one. *Yang nomer 1.*  
(Number 1, please.)
- S : 'I saw a bird fly high.'
- T : 'I saw a bird fly high.' *Berarti as an object.*

- (It is as an object)
- T : As a subject?
- S : 'A bird can fly.'
- T : 'A bird can fly.' Ya. O.K.
- S : 'I saw a donkey running.'
- T : 'I saw a donkey running.' As an object?
- S : They can fly.
- T : *Itu sebagai artikel*. Now as a possessive noun.  
(That is as an article).
- S : The principle takes her sister's
- T : O.K. Her sister's. *Berarti* as an object. As a subject?  
(It's as an object)
- S : I take teacher's book.
- T : *Itu object lagi*. 'I take teacher's book.' It's as an object. *Ayo. Itu kan object*.  
(It's as an object, again. Come on. It's as an object)
- T : *Sekarang sebagai subject. Belum?* O.K. as... *masih nganu*, possessive noun.  
. (Now, still on possessive noun. Now, as a subject, please Not yet?)
- S : 'The neighbor's cat is Molly's friend.'
- T : 'The neighbor's cat', *berarti kucingnya tetangga?*  
(It means neighbor's cat, isn't?)
- T : 'Is Molly's friend.' That is a subject. As an object?
- S : The neighbor's cat...
- T : *Lho. Kok the neighbor's cat lagi? Molly's friend... Yang kamu sebut tadi pertama tadi kan sebagai subject. Sebagai object? Lha piye? Belum? Yoh. Masih* possessive noun.  
(Ha? Why do you say as neighbor's cat again? What you have mentioned first is noun as a subject. How about as an object? What do you mean? Not yet? O.K. It's still possessive noun)
- S : 'Nana borrows Nani's book.'
- T : O.K. Next.
- S : 'Her sister has already passed away.'
- T : O.K. Her sister has already passed away. As an object?.... *Itu masih subject. Yang object? Object itu posisinya kan di belakang. Yang punyamu itu semuanya di depan ta? Her her her, ya ta?*  
(It is still as a subject. How about as an object. Yours are all in the front position, right? Her, her, her, right?)
- T : O.K. Come on. Possessive pronoun.  
My sister cat, *benci*, hate. *Itu* my sister *sebagai subject*. Sebagai objectnya?... *Nanti kata mine-nya itu dihilangkan*. mmm Galih? *Nggone Galih apa Irma mau sik salah ya? Kiki? Possesive mau kae. Jajal Mbak. Tunjuka kalimatmu wae. Yang sebagai subject*.  
(My sister is as a subject. How about as an object? Later, you omit word 'mine'. Is it Galih's or Irma's wrong? Kiki? The possessive please. Try it. Mention your sentence. Noun as a subject.)



- S : I take teacher's book
- T : O.K. *Ini menurutmu sebagai subject. Sebagai object?*  
(In your opinion, it's a subject. How about as an object?)
- S : Object. The principle takes her sister's book.
- T : *Gini, sebentar, yang namanya subject itu kan dia posisinya di depan ta, Mbak. Terus di sini ditambah kata kerja. Nek posisine object berarti ning kene ana subject, kene verb, baru kemudian di belakang. Kemarin possessive noun. Noun itu kan ada father, mother dan sebagainya. Diwenahi apostroph menunjukkan kepemilikan: mother's book, father's car. Kan nanti seperti itu ta?*  
(Hold on. Subject is in initial position. Then it is followed by verb. Meanwhile, if it is as an object, the subject is here, then followed by verb, then the object is in initial position. We discussed possessive pronoun last meeting. Examples of noun are father, mother, etc. Added with apostroph, it has possessive case, e.g. mother's book, father's car. You do it like that, do you?)
- S : *Ya*  
(Yes)
- T : *Kalau seperti ini teacher's book, ini bener possessive noun tapi ini posisinya as an?*  
(If in teacher's book, it is a possessive noun, but it is as an object or as a subject?)
- Ss : Object
- T : Object, *karena di belakang verb. Kita butuh possessive noun. The position is in the front as a subject. Perhaps, andai, teacher's book ini kita ubah sebagai object kita beri verb di belakangnya ta? 'Teacher's book is expensive. Teacher book is old.' O.K. Bisa membedakan ta? O.K. Ini kalau possessive noun. Tadi possessive apa?*  
(It's an object, since it is behind the verb. If we change 'teacher's book' into object, we put a verb behind, right? We need possessive noun. Can you differentiate them? It's possessive noun.)
- Ss : Pronoun
- T : Pronoun *itu kan kata ganti kata benda. Ini kan noun. Berarti pronounnya apa? 'He' ta? Ini pronoun. Possessive-nya his.*  
(Pronoun is to replace noun. This is noun. So, what is pronoun for this? 'He' right? 'He' is pronoun. The possessive form for 'he' is 'his'.)
- Ss : Yes
- T : *Kalau 'her'?*  
(How about 'her'?)
- Ss : He
- T : *She. Possessive-nya? Her. Kalau mother and father.*  
(How about mother and father?)
- Ss : They
- T : *They. Possessive-nya?*
- Ss : Their

- T : Their. *Paham ya? Pamane*, mother, father, and I possessive, *eh kok* possessive. Pronoun-nya?  
(Do you understand? Suppose we take 'mother, father, and I' what is its possessive form. Oh sorry, I mean what is its pronoun?)
- Ss : They.... We....
- T : We, *karena kita ikut di dalamnya. Kepunyaanya?*  
(We, because 'we' are included in. How about its possessive form?)
- Ss : Our
- T : Our. *Kalau* cat?  
(How about cat?)
- Ss : It.
- T : *Kepunyaanya kucing?*  
(How about those of cat?)
- Ss : Its
- T : It's *tanpa 's'*. *Saya 'I'*. *Jelas? Ada yang mau ditanyakan?* O.K. *Sekarang lanjut ke kalimat 'yang'*. *Kita ulang lagi. Ayo Mbak.*  
(('Its' is without 's'. 'Saya' is 'I'. Is that clear? O.K. Now go on to the sentence containing relative pronoun. Let's repeat. Come on.)
- Ss : *(silent)*
- T : 'Teacher's book is lost.' *Oh ya.* O.K. *Itu sebagai* subject. *Yang sebagai* object. 'Her' *itu* noun *atau* pronoun. *Ini harus* noun. *Masih.*  
(That's as a subject. How about as an object? Is 'her' noun or pronoun? Her must be noun)
- .... *(Teacher and students used Indonesian and Javanese).....*
- T : You may continue it at home, ya. Don't forget Friday you will have a test, 4 materials. And next Tuesday, *Selasa depan*, you perform your text report. O.K. Thank you and good bye.
- Ss : Good bye.

## TRANSCRIPT 2

Subject : *B.Ingggris Wajib*  
 Class : X MIA 4  
 Topic : Expression of Giving Compliment and Sympathizing  
 Teacher : Camayanti Room, S.Pd  
 Date : 4 September 2014  
 Time : 08.45-10.20

T : Good morning, class.  
 Ss : Morning.  
 T : How're you today?  
 Ss : Excellent.  
 T : Really?  
 Ss : Yes.  
 T : I do hope that you are all safe and found. What is 'safe and sound'?  
 S : *Sehat wal afiat.*  
 (Very healthy)  
 T : Yup. Good. 'Safe and sound' means *sehat walafiat*. Have you heard this term before?  
 S : Yes. In song.  
 T : Oh song. What kind of song?  
 S : *(mentioning a name of singer)*  
 T : O.K. Class we have finished our first topic or basic competence that is about politeness. Right? Now our agenda is that we will learn about utterances or expressing gambit. Perhaps you find it in your daily life even when you converse with your friend. Let me take example I see you wear your new glasses. Then I say something. Ayu. Oh what a new glasses?  
 S : Thank you  
 T : Aah. The response is thank you . What is the meaning of the utterances?  
 Ss : Compliment  
 T : Right. What is compliment in Bahasa?  
 Ss : *Pujian*  
 (Praise)  
 T : *Pujian* or? *Memuji*. Actually between the verb and the noun. The English of the two words are same. The part of speech of compliment are verb and noun. Compliment itself as a noun is *pujian*. So the same..... It is spontaneously. Suppose I see a new veil. What is veil?  
 S : *Jilbab*  
 T : Yes, *kerudung*, or *jilbab*..... You can say: You look so different today. You look so beautiful with your new veil. The answer - It can be like this. Really? Oh yes. Thank you. I'm glad you like it. But the other answer oh no. Its the old one. It's very, you know, very cheap. It can happen to Indonesian people, right? Oh How beautiful sandals? Oh no I have bought it since last year.  
 Right? So, which one you heard? The first or the second on? Or both?  
 Ss : Both.  
 T : Why both? *Kenapa kok dua-duanya?*

- (Why both?)
- Ss : Different
- T : Because people are different. Any other opinion or ideas?
- This phenomena is reality in our culture in Indonesian or even in Javanese people who likes to be *basa-basi*. It is our reality.....Which one is true in the reality? It must be suit to the the situations. The fact is that there are two phenomenon..... The first response tends to accept. The second it has to be. The question is why? Any reason? There must be a reason.
- Ss : *Merendah*  
(To be humble)
- T : Good. We tend to be humble. This is for Indonesian or Javanese people right? Second reason?
- Ss : Polite
- T : O.K. Politeness. It will be more polite. *Lebih sopan*. O.K. The third reason? Any other ideas or opinions?
- Ss : (*silent*)
- T : Those who response: Oh thank you. I'm glad you like it. What do you think of this? Why do people use this utterance?
- Ss : ....
- T : Pardon?
- Ss : Gratitude
- T : Oh. Gratitude. O.K. Gratitude means?
- Ss : *Berterima kasih*  
(To thank.)
- T : *Berterima kasih*. That's good. You have paid attentions to me that the response is thank you. The second reason? It is polite too. It sounds like - you know - proud. It's kind of proud. So, what is proud?
- Ss : *Bangga*.
- T : So which one you choose? The first or the second?
- Ss : The first. The second.
- T : Yes. It's Javanese style. But we now start learning English right. We have to try to the international paradigm... because English is to be accepted by everyone all around the world. Suppose you go to Italy, Japan or even to Egypt.....So, what do you choose? The first or the second?
- Ss : (*silent*)
- T : It depends where you are whether you in Javanese or English. In English you can express the compliment just the way it is - *apa adanya*. But sometimes for Javanese it quite ignores the norm for Javanese people to proud themselves. O.K? And then when we learn English we focus on the standardized English. Take on one paradigm, one rule, OK that we have to change this kind of phenomenon.... If the other say: Oh you look so proud of yourself, we have to explain why we always obey the English rule. But if you speak in Bahasa, I mean Bahasa Indonesia or in Javanese: 'Oh boten kok. Punika sampun dangu' Suppose you come to my house. 'Hey you have nice garden? Oh yes thank you. I like gardening so much.' *Oh nggak kok Mbak ini cuman untuk hijau-hijau*.  
(Oh no. It's only to fill up my empty garden)

- Ss : *(laughing)*  
 T : O.K. And now because there are mmm two cultures that is English and Indonesian so we have to be aware. We not only learn about language but also culture. Right?  
 O.K. Well there are two examples of compliments that we have here and the response can be thank you. So, what is compliment?
- Ss : comply...  
 T : It's actually a function, O.K, to express our feeling. What kind of feeling?  
 Ss : Something good  
 T : O.K. Something good. What is the function? The purpose? When you give compliment to someone you have purpose, right? What is the purpose? Show me.  
 Yes. It is to appreciate other work, achievement. What else?  
 Suppose *Mas Askhar*. Which one *Mas Askar*?
- Ss : Laska, Ma'am.  
 T : Oh I'm sorry, Laska. Alaska? Haha. For example Mas Laska got 10 in English and I give compliment: what a high scores. What is the function? To? What is the purpose?
- Ss : *Motivasi*  
 (Motivation)  
 T : Yes to motivate, to give motivation, to encourage the students to be better or to? To maintain the score, right? So to encourage, to appreciate. Do I give something positive?
- Ss : Yes  
 T : Right. So by giving compliment the children the child the students will understand which one is better which one is not good. ... If you have some achievements then no one does not give you compliment you will feel sad? That is why I always appreciate you: I like the activeness. I like teaching in this class because you are active. Got it?
- Ss : Yes  
 T : So a compliment is to?  
 Ss : To appreciate.  
 T : To praise, to appreciate, to motivate to encourage somebody else, to encourage, right, what people did or do. So far it's so good. Later you have to converse with your friends. You give compliment and you should response. But the point is that the compliment should meet the fact.
- Ss : *(laughing)*  
 T : Suppose oh you are like Sophia Latjuba. The people will be uninterested. So in English language it is based on the fact. You have to know the situation, the proper, based on the fact. Before you make the dialog, i will explain the cultural awareness, because we will be in the MEA. You can be a soldier, you can be a lecturer, you can be a teacher, you can be public worker. O.K class. One for two. *Satu buat dua (giving a printout)* Enough?
- Ss : ....  
 T : O.K Class please, Are you still with me? Now focus. On page 121...  
*(Reading the printout)*

Any question? O.K. Next. (reading the print out) O.K. On page 121.  
(*Reading the printout*)

Now you understand. It's a little bit strange or *wagu* right?

Ss : (*laughing*)

T : So. Now you all understand. And nevertheless What is nevertheless.

Ss : *Meskipun demikian.*

(However)

T : Yes. you know it's not appropriate, *tidak cocok*. Then, it will be *wagu* right?

Ss : (*laughing*)

T : (*reading the printout*) What is accept?

Ss : *Menerima*

T : *Menerima* or *mengakui*

(*reading the printout*) based on the fact?

Ss : ...

T : Based on the fact?..... *Tulus. Tidak mengada-ada.* (*reading the printout*).

So it agrees or accept what other people do. (*reading the printout*).

So agree what the other people say. What is quiet?

Ss : *Diam*

(To be silent)

T : We tend to disagree but actually agree.

Ss : (*laughing*)

T : It's not fair. Do you think that it is good?

Ss : No

T : No. So why do you still keep silent when your friend's wearing something new, something gorgeous. And you know that in Moslem, in Islam, giving compliment is *ibadah*, right?

Ss : Yes.

T : Smile. Smiling to everyone.

Ss : (*laughing*)

T : Since it is sincere Based on the fact. If your smile is to everyone anytime, perhaps it will be crazy

Ss : (*laughing*)

T : Now, you understand which is better?

Ss : English

T : Yes English culture because we learn English, so not only language but the culture. Right? So, the importance of culture awareness is that we can learn about the other culture and also we can be – fix with other. And now we go to something – you know in page 132. O.K. You can differentiate two utterances from native speakers and nonnative. Conversation one, it is by Indonesian speakers. *Ya*. Anybody wants to read this for me?

S : Me.

T : O.K. Thank you *Mbak*. Please.

S : (*reading the print out*)

T : Do you know the word mess

Ss : *Berantakan*

T : Good. *Berantakan*. What a beautiful garden it is. *Ih bagus banget tamannya. Oh berantakan kok*. It's so contradictive with the question.

When your garden is so messy you will not say oh your garden is so messy. So you pretend this. This is not English culture.

Conversation 2. Anybody? Who wants to be a volunteer?

O.K. *Mbak. Mbak* Mila and *Mbak* Fani. Please.

S : *(Reading aloud the print out)*

T : You are a great cook. What is cook?

Ss : *Juru masak*

T : Chef *atau juru masak*. It can be verb '*memasak*' but it can be noun '*juru masak*'. Arjuna... O.K?

No, it's tasteless. *Ini nggak ada rasanya kok, padahal delicious. Saya baru belajar masak.*

(It's tasteless. I just learned how to cook)

Ss : *(laughing)*

T : So now you understand which one you have to choose. And anybody wants to be the volunteer? Rahma please. Conversation 1

Ss : *(reading aloud)*

T : You are good if you read the dialogue... with your soul, So it's not reading a text, so read it like a real dialog..... You have the soul on it. O.K. Don't be too fast. You know, with your soul..... Please

So in this dialog the answer is 'Thank you. I like gardening.' '*Makasih. Aku suka berkebun kok.*'

(Thank you. I like gardening)

Ss : *(laughing)*

T : Which one do you like? The native or the Indonesian?

Ss : Native

T : But you are Indonesian.

Ss : *(laughing)*

T : Conversation 2. Anybody? *Yak.*

S : *(reading aloud)*

T : *(repeating)*

And now what is your conclusion? Which one you will choose? Both? It can be. It depends on the situation.

Ss : Yes

T : When I got a compliment in Bahasa or in Iavanese language, of course, mmm if I have to say in English culture – you know – it's not appropriate right? *Bu niku kok sae sanget nggih sepatunipun? ...Injih menika* *(laughing)*

(What a nice shoes. Of course)

Ss : *(laughing)*

T : So that we can learn the other countries nations' culture. We have still Japanese and then some other countries. Now class if the compliment is not sincere. *Kalau tidak tulus to native gimana?*

(What is the response if it is not sincere?)

T : If the compliment is not sincere they will refuses it as well. For example Don try to flatter. *Gombal ah. Gombal.* But in English it's not *gombal* you know - It's cloth

Ss : *(laughing)*

- T : 'Gombal' kan cloth. It's like you're just kidding me. *Ah cuman ngejek aja.*  
(You're just kidding me)  
*Itu gadgetnya 6 juta.* Ah You're kidding me. *Kamu tuh cuma ngomong aja.* It's not sincere. Naturally it's just pulling around. *Nggak ada gunanya.* Pulling around means *menggoda*. It's not sincere. So, we need to be able to judge whether it is sincere or not. You got it? Any question about the compliment? Anybody wants to ask something?  
No? O.K. From now on if you get compliment among you or *di antara satu kelas ini ya*, you must apply the English culture if the compliment is in English, right? But if in Bahasa perhaps you think twice whether it's sincere or not. I think it's because that the oriental culture tends to be wise – you know. We have to differentiate which one we apply. Then, the last one English compliment. Ok all together, read.
- .... (Students and teacher read aloud the text)....
- T : You will have a roleplay with you friends each other conducting dialogue expressing compliment in English culture. It can be with your neighbor. And then the topic is free up to you. Anybody can be the volunteer. You're still in your seat and choose the volunteer. Any questions? No? Right. Please do now.
- T : Finish. Finish. Well now. I want you to be the volunteer to come to the class. O.K. Khoirul please.
- .... (Two students practiced a dialogue)....
- T : That's all? That's all? What do you think, class, with this model? Are they so natural in expressing compliment?  
I want you to be serious but it's like a joke. O.K. Say it clear. Clear word clear sentence but expressively
- .... (Two students repeated the dialogue)....
- Ss : (laughing)
- T : I think it's good enough but perhaps you have to converse naturally, you little bit surprised with... You keep smiling. You keep laughing. O.K. Right? As natural as possible. Focus.
- .... (Two students practiced a dialogue)....
- T : O.K. applause for them. Thank you. Another victim (laughing), another volunteer. Anybody? Silent class.
- .... (Two students practiced a dialogue)....
- Ss : (laughing)
- T : What do you think about the second volunteer?
- Ss : Nervous creepy.
- T : You can repeat... Speak louder then you know that mmm a little bit surprised and naturally OK. Even not in a distance but you can close to our friend. Please.
- .... (Two students practiced a dialogue)....
- T : Right. This is thank you. Well, mmm the two groups or the two pairs mmm they have – you know – they are resemble practicing about the topic about the someting new right and then watch and then what else?
- S : Glass



- T : Glasses and what else? Thank you for Khoirul and Rahma. Big applause for them.
- .... (*Teacher and students clapped their hands*)
- T : Anybody wants to be the next valunteer? The third one. The volunteer. It's O.K. The boys. Are you boys? Are you boys? So please. No one? So ithat means that you are not boys.
- Ss : (*silent*)
- Now class, the second activity is that you stand and you give compliment to anyone you choose. And the one you point out you try to answer. Suppose you stand up, Fani, and then you say something and then you answer spontaneously. Everybody, you are ready for that?
- Ss : Yes
- T : Just prepare yourself. Prepare a compliment. Everybody hear? Note in your mind a compliment to your friend any topic then you throw it to your friend at random – *sembarang*- and your friend should accept, respond spontaneously. Are you ready with it? Stand up too. Are you ready class?
- Ss : Ready
- T : Now starting from number 4. It's now 4 September. Who is number 4? *Yak Mbak Ani*. You can stand up and mention your friend. *Yak*, stand up..... Just go to Fani. Hey Fani something like that.
- .... (*Two students practiced a dialogue*)....
- T : Repeat, Mbak Ani please.
- .... (*A student repeated the dialogue*)....
- T : O.K. '*Ada yang beda deh.*' I think you want to say like that. But it should be more specific, Mbak Ani. Just go on. The things, *Pakai benda apa itu*. O.K? So just say about something and the compliment then the response. And then, after Ani and Fani who else? Anybody?... O.K. Fani point a student. Stand up. This is like a chain. Stand up.
- S : Who?
- T : Up to you
- .... (*Two students then practiced a dialogue*)
- T : Just mention one thing that you think is O.K. What a lovely bag you have
- .... (*Two students continued the dialogue*)
- T : At random. Please anybody. Just stand up.
- .... (*Two students pratice a dialogue*)
- T : *Kalau nggak seperti Ariel*, what is your response? It is sincere or not? *Kalau tidak serius jawabannya apa*. Repeat.  
(If your face is unlike Ariel's, what is your response....If the compliment is not sincere, what is the response?)
- .... (*Two students repeated the dialogue*)
- T : Looks like means seperti. It is sincere?
- Ss : No
- T : *Kalau tidak serius responnya apa?* I don't like. So Mike should say: *Mike suka ngengombal*. Just repeat.  
(What is the response if it's not sincere? I don like. So Mike should say" Mike likes flattering)
- .... (*Two students repeated the dialogue*)

- T : Sit down. O.K. This is interesting you know because one makes another model theme or topic by promoting a compliment that is not sincere, for example: Oh you're like Ariel Noah. *Jawabannya* should be?  
(The answer should be?)
- Ss : No...
- T : 'Are you kidding?' But the way they express the compliment should be natural, *tidak naik. Jangan terlalu serius.*  
(It's not rising. Don't be too serious).
- T : I want you to be natural. It's O.K. Class, the other student? Speak to your friend.
- .... (Two students practiced a dialogue)
- S : Hey Mike you look so handsome today.
- T : Hey you must be careful if your friend says you're handsome (*laughing*).
- Ss : (*laughing*)
- T : It's natural. *Dinormalkan ya Mas Mike. 'Bagus banget arloji kamu.'*  
(Make it normal. 'What a nice watch.')
- .... (Two students repeated the dialogue)
- T : O.K. *Sudah?* (Enough?) Good. Be expressive, class. I want you to be expressive, not so formal. You do it just the way you get in touch with your friends as usual just in a break time. So just not the kind of formal way. And then you once more please.
- .... (Two students practiced a dialogue)
- T : Thank you. Big applause.
- .... (Teacher and students clapped their hands)
- T : So from those volunteers you have the way to express in English culture and from now on you can express based on the situation. Then, now beside expressing compliments, actually we still have the other one. Usually when we are not in a good condition when your friend's not in good condition and unhappy or sad, so of course you show cares or show?
- Ss : Sympathy
- T : Sympathy. In what situation you express this?
- Ss : .....
- T : Badmood, sad, gloomy. Right. And then what do you usually do when you heard this someone else feels unhappy or get accident have bad scores for a test and then other situation that tends to be bad. What do you usually say to other people in this kind of condition?
- Ss : Sympathy
- T : Sympathy. Can you give me examples?
- S : Take a pity
- T : Take a pity? O.K. The sympathy is close to our. So you must culture awareness.  
So I give you all together sympathy and compliments. Both expressions are different. Now we go to expressing sympathy. The situation is like this. When you took a walk in Malioboro street then your friend told you that " Oh what is this. My wallet's lost." And then you say " Are you sure?" Yes lost. And then what will you say then?
- S : I'm sorry to hear that
- T : I am sorry to hear that. What else? Beside that

- Ss : Borrow my money  
 T : You can borrow my money. It's the solution but the expression coming out from your that I want to hear first from you actually. OK?  
 I'm sorry to hear that. *Kok bisa?* What is 'kok bisa?'  
 T : 'How come? How can? A little bit surprise. How can it be? *Kok bisa* I don't know' 'Are you sure? *Kan? Ya pa? Kau yakin hilang.*  
 (Really? Are you sure it's lost?)  
 T : Are you sure?' What else?  
 'Oh my God.' It can be. And then followed by? And then we come to the recommendation, solution.  
 'Yuk kita lapor polisi.' *Bisa saja.*  
 ('Why don't we go to the police station to report this accident?' It can be)  
 T : So in expressing sympathy the most important thing is that the first response comes from your mouth considering condition or situation and then followed by blablabla O.K supporting your expressing of sympathy. And then class, now mmm there are some situation that is – stomachache when someone has stomachache what will you say then? And then the next when you have several new pimples. What is pimple?  
 Ss : *Kedinginan.... Jerawat*  
 (Feeling cold... Acne)  
 T : *Jerawat.* I don't care because I have, too (*laughing*). Yes, you got several new pimples. *Ada jerawat-jerawat yang baru.*  
 (There are some new acnes)  
 So? I'm sorry to hear that?  
 Ss : (*laughing*)  
 T : No. And then? Some other situations that we feel so... O.K. Class beside I'm sorry to hear that we could express with you have my sympathy O.K.? Right.  
 Now I give you some situations with the expressions and response ya. There's two students Nina and Dina...eh Nina and Dino. Nina's father... He has been dismissed from his job. What is 'dismissed'?  
 Ss : *Dipecat*  
 (Fired)  
 T : *Ya, dipecat.*  
 (Yes, fired)  
 T : And then your friend's sad. So you can start with 'Dino you look so sad what's wrong with you.' And then Dino say that 'Mmm you know that my father... my father has been dismissed from the job'. And then your answer is? First, the first thing that you say is 'Oh my God.' Really? Is that true? Are you sure?' And then?  
 Ss : Sympathy  
 T : 'You have my sympathy.' What else?  
 Ss : Poor.  
 T : Don't say 'Poor you' 'Poor you' It is Indonesian style. OK? *Kasian deh, lu*  
 S : (*laughing*)  
 T : So in making the expression of sympathy usually it is started with 'Oh my God. Are you sure? Are you serious? How can?' And then followed by

the expression of sympathy 'You have my sympathy.' And then the answer is 'Thank you.' And then followed by the next utterances. I think you say 'It is the God's destiny. You still have some spirits to motivate your father to make another job.' So, followed by some suggestions or recommendations. This is the procedure of how to express sympathy. Then I think in expressing sympathy it is like in Indonesian expression. '*Kamu sedih kenapa?*' '*Anu e nilaiku tu matematika mosok dapat 4. Lho kok bisa sih?*'

(Why do you look so sad? I got four in math exam. How come?)

(School bells rang)

T : O.K class, now for coming week, I'll give you by the end of the session, *setelah jam ke-8 kalian mungkin...* You can bring your book. (...after 8th session perhaps)

First make expression of compliment and then followed by the expression of sympathy, Two dialogs. And underline the utterances O.K. Class thank you very much for now. Do your task. See you next week. *Assalamualikum wr wb.*

(Peace be upon you)

Ss : *Walaikumsalam wr. Wb.*

(Peace be upon you, too)

## TRANSCRIPT 3

Subject : *Bahasa Inggris Wajib*  
 Class : XI MIA 2  
 Teacher : Drs. ZA Fauzan, M.Pd  
 Topic : Expression of Hope and Wish  
 Date : 6 September 2014  
 Time : 08.45-10.30

T : Morning

Ss : Morning, Sir

(A student suddenly entered the classroom)

T : May... May....

S : Mmmm...

T : May I.. Apa?  
 (What?)

S : Join the class.

T : May I join the class please.

S : May I join the class please.

T : Please do.

Pardon? *Saya tidak menghukum Anda kok. Biar Anda pinter. Automatic in speaking English. Kalau sudah otomatis itu tidak jadi beban pikiran, sudah di bibir. Tapi kalau belum harus pikir-pikir dulu. Anda kalau bicara bahasa Jawa sudah tidak jadi beban pikiran ta? Sudah dibibir.*

(I don't punish you. It is to make you smarter. If it's automatic, it won't burden you. It's been on your lips and you don't need to think.). It is hoped that English is on your lips, not on your dream. Automatic. Automatic. That's good. That's better.

Before I continue, do you have the print out? Any money? Money, please. *Seribu cukup ya?*

(Is one thousand rupiahs enough for it?)

Ss : Yes

T : O.K. I remind you, two people, two students. Handayani you must do all the work like the other friends. *Mereka belum pernah masuk pelajaran saya. Anda ingin tertinggal apa tidak? Kalau tidak mau tertinggal berarti you must do like other friends ya. Kalu tidak sama berarti Anda tertinggal sebab Anda belum pernah masuk Bahasa Inggris. Bukan berarti Anda kegiatan terus Anda tidak perlu Bahasa Inggris. Bukan. Tugas Anda di sini kan belajar. You study and yang tugas sekolah itu tambahan. Termasuk yang tidak masuk kemari Mbak Tristi. Nanti saya cek. I want to check your work: task 1, task 2, and other.... Kalau ingin pinter ya harus berlatih. Kalau malas ya...*

(They haven't ever joined my class. If you don't want to be left behind, you must do like other friends. If not same, it means you've been left behind, because you've never joined English class. That you have a lot of

extracurricular activities does not mean you don't need English. No. Your job here is to study.)

Ss : *(silent)*

T : Today we have a homework ... Opinion number one up to number? How many?

Ss : Five

T : What page?

Number one. *Apa?* Ardiyanto, number one?

Ss : ....

T : Number two?

Ss : ....

T : Number three?

Ss : ....

T : Number four?

Ss : Wearing earing for male students.

T : *Apa?* O.K. Wearing earing for male students. Number five? .... Wearing short skirts for female students. O.K You give opinion. What you must do here – There are three acts next you ask opinion then second?

Ss : Disagree.

T : O.K. Disagree. Disagree on the first idea.... First you ask opinion. Second you give opinion. Everyone?

This part is not agree and disagree. This is your opinion. Once again. So agree and disagree you use in my opinion, in my mind, to my mind. *Ya ta?*

Ss : According

T : According to me. This is the second, not agree or disagree, ya.

.... *(Students did the task)*

*(Some students knocked the door)*

S : May I join the class?

T : O.K.

*(Some students give out the printed material)*

T : *Coba ya.* This is asking opinion. *Yang ini* in my opinion. *Itu penggabungan antara good dan not good terus diberikan reason-nya.* So you must give the reason. First you give the idea reason: I think.....

*(A teacher suddenly entered the classroom to give new school uniform patches for the students)*

.....

T : .....*Pakai wish?*

Ss : *Tidak terjadi.*

T : *Kalau hope? Bisa ya atau tidak.* O.K. Look at you book page fifty four. Fifty four. Your book fifty four. Come on. Fifty four. Come on. Hopes and dreams.

*(Reading the passage)* 'Hopes are something we want to happen.' *Sesuatu yang mungkin terjadi.* And we work hard to make it happen. *Dan kita bekerja keras untuk mewujudkannya.* But we are not sure. *Kita nggak yakin...* whether it will happen or not and sometimes we cannot do for it. *Tidak bisa berbuat apa-apa.* Hopes and dreams have future intention. *Ini*

*menurut Benn.* Look at the example. I am hoping for good weather tomorrow. Hope plus for plus noun phrases. Frase kata benda. Good weather tomorrow. Number two I'm hoping for a good grade in English. Good grade. *Apa* good grade?

Ss : *Nilai yang baik*

T : *Nilai yang bagus.* O.K. Number 1 *tadi apa?* For Some good weather.

Ss : *Cuaca yang bagus*

T : Tomorrow?

Ss : *Besok*

T : *Terjadi nggak sekarang?*

(Is it happening now?)

Ss : *Belum*

(No)

T : *Belum terjadi. Bisa terjadi?*

(It hasn't happen but it can)

Ss : *Bisa ya.. Insya Allah.*

(It can be. God willing)

T : Good grade in English. *Bisa ya bisa tidak.* Number 2. *Nilai Anda bagus nggak? Bisa terjadi. Besok bisa terjadi. Ini namanya hope.*

(It can happen or not. Do you get good grade or no? Can it happen? Tomorrow it can. This is hope)

T : *Terus yang second.* I hope to study in America next year. To study in America next year. *Bisa terjadi?*

(Then the second one. Can it happen?)

Ss : *Bisa...*

(Yes)

T : To study. We use *apa?* To plus... To study kata kerja. *Untuk belajar di Amerika* next year. *Berikutnya* something beneficial for my country. To do something beneficial?

Ss : *Yang menguntungkan*

T : For my country. To verb one. I hope that there is enough food in the party. ... Noun phrase *diikuti oleh* clause. *Kalimatnya adalah* subject, verb, and clause. Number 3. I hope my brother passes the test. *Lulus apa tidak?..* I hope he finds my wallet. Finds my wallet. *Ketemu apa tidak?*

Ss : *Belum*

T : *Ini 'mungkin' hilang.* Number next. I hope Iwan have a good time in Bali. Saya harap Iwan... have a good time?

Ss : ...

T : My brother has a good time in Jakarta. *Jadi that itu bisa dihilangkan.* I hope Susi sees us. .. Pass by? Pass by? Pass away?

Ss : *Meninggal*

(To die)

T : *Kalau orang Jawa itu tilar donya. Sama makna tapi ada yang kasar.*

(The Javanese says 'tilar donya'. Both are same but different in conotation)

- T : O.K, next another example. I want to become a doctor. Want *hampir sama dengan* hope. I am hoping, ya. Hoping to finish all my work. I hope I will realize. I hope that I will always be honest. *Apa* honest?
- Ss : *Jujur*
- T : I hope that I will never lie. Never lie?
- Ss : *Tidak bohong.*
- T : I hope that I will never smoke?
- Ss : *Tidak pernah merokok.*
- T : *Kalau tidak merokok* smoke cigar. I want to... Another example on your copy. There are two ya. Hopes and wishes. *Tapi hanya* 'hope' *saja*. (But we will only discuss 'hope')
- T : *Sekarang*, let's go. Hope and wish. We use I hope when there is a good chance. Good chance? *Apa* chance?
- Ss : *Kesempatan*
- T : *Kesempatan*. ...that something might happen. *Yang mungkin terjadi*. You can say... Example This cake will turn out. *Ini maknanya* the cake may turn out. Cake *nya bisa*. I hope this cake will turn out. *Ini salah. Kenapa? Pakai* will. Don't use will. We use present. *Ini maknanya* will *namun ungkapannya* *nggak pakai* will. Number 3. I hope we can still be friends. *Saya harap* kita masih jadi teman. *Jadi teman* *nggak?*
- Ss : *(silent)*
- T : *Terus jadi teman* *nggak? Harapan*. We will be friends in the future. *Sekarang sudah* friends *harapannya* *besok masih*. We will be.
- T : *Berikutnya*, I hope that you always enjoy your life and praise it. *Anda menikmati hidup*. And praise it. *Bersyukur. Maknanya*, meaningnya you will always enjoy our life. *Makanya* *pakai* will. *Bisa ya bisa tidak. Nah ini polanya sama dengan yang saya tulis*. This is another example. Farmers hope for raining. *Ini bisa* for. *Bisa* noun phrases *atau* verb-ing. For raining. Hujan. My little brother passes his test. Pass?
- Ss : *Lulus.*
- T : Kalau pass by?
- Ss : *Lewat.*
- T : Pass away?
- Ss : *Meninggal*
- T : *Meninggal*. Pass lulus. *Lulus apa tidak?*
- Ss : *Bisa ya.*
- T : *Bisa ya bisa tidak. Meaningnya gimana ini?* His final exam... *Berikutnya*, I hope can visit Mars someday. *Saya harap saya bisa mengunjungi* Mars someday. *Bisa terjadi* *nggak? Bisa. Nanti kalau dewasa jadi astronot. Kalau sekarang* *nggak terjadi* karena sekolah. *Maknanya apa?* I will.. yang visit siapa?
- (It can happen or not. What does it mean? Next, I hope I can visit Mars someday. Can it happen? Yes. Later when you are adult, you will become astronauts. Now it can't because you are still in high school. What does it mean? Who visits?)
- Ss : I



- T : I will visit mars. *Kapan?*  
(When?)
- Ss : Someday.
- T : *Apa* someday?  
(What does 'someday' mean?)
- Ss : *Suatu hari.*
- T : *Suatu hari kapan?*  
(When will it happen?)
- Ss : *Kapan kapan.*
- T : Next exercise A. You do number 1, 2, 3, 4, and 5. The rests are for your homework.
- .... (*Students did their task*)
- T : Mistakes. Do you know mistakes?
- Ss : *Kesalahan.*
- .....
- T : OK now, number six to number five for your homework.
- Ss : Number six to?
- T : Number six to fifteen. Number six to fifteen. This is for your homework. Now let's continue. Part B... B. This is the opposite. Exercise A you try to give the meaning. Exercise B you try to...to make a hope. Example number one: You are already to go to bed. I hope....
- Ss : I hope a nice sleep.
- T : I hope... *pakai* to.... I hope to sleep. I hope that I sleep.
- Ss : I hope that I sleep.
- T : I hope... *Pakai* that... I hope that I have nice sleep. I have that I get better tomorrow. *Apa kira-kira?*  
(What do you think?)
- Ss : *Sehat.*  
(Healthy)
- T : *Sehat.* After...
- Ss : wake up
- T : Wake up or get up? What is the difference? *Apa? Orang Jawa nggomong aku mau esuk jam 4 wis tangi ning durung tangi. Tangi ning rung tangi.* (Pardon? The Javanese says this morning I woke up at 4 but I didn't get up).
- T : 'Wake up' means you open your?
- Ss : Eyes
- T : ... eyes. 'Get up' means you leave your bed. 'Wake up.' 'Get up.' *Bahasa Jawanya sama. Aku wis tangi ning rung tangi.*  
(In Javanese both have same meaning. I have opened my eyes but I haven't leave my bed.)
- T : What else? 'I hope to get a nice day.'
- S : I hope I get nightmare.
- T : *Anda jangan pakai ini* 'nightmare', ya. Don't use 'nightmare'. *Apa nightmare?*
- Ss : *Mimpi buruk.*

(Bad dream)

T : *Mimpi buruk*. Last night if you... a lion eats you. What does it mean? A lion eats you?

Ss : *(silent)*

T : A lion eats you means you get a boyfriend. You will get a girlfriend. *Mimpi dicokot ula*.

(Suppose your last night dream is that you are bitten by snake)

T : Is it good or not? *Digigit ular apa?*  
(What does 'digigit ular' in English?)

Ss : Bitten by snake.

T : O.K. Now, you do number 2, 3, 4. Number 1 what is your hope.... Try to have two. ....

.... (The teacher left the class. Students did the exercise)

.....

T : *Dalam bahasa Inggris tidak ada* 'What time did you sleep?' *Tidak ada. Itu pertanyaan rancu. 'Kapan Anda tidur tadi malam? Jam berapa Anda tidur?' Itu pertanyaan yang salah. Kapan Anda tidur kita tidak tahu. Yang ngerti itu bukan kapan kita mulai tidur tapi adalah saat kita naik ke tempat tidur. Tidur itu tak terasa kan jam berapa. O.K?*

(In English there is no question like 'What time did you sleep?' No. That's ambiguous. 'When did you sleep last night? What time did you sleep?' That's inappropriate. We don't know exactly when we started sleeping. What we know is when we stay in the bed. We can't exactly know when we start sleeping.)

Number 2. You can make with to verb and clause.

T : Next number: I hope there are more hours in a day. *Saya harap ada jam tambahan dalam sehari*. There are 24 hours a day. *Kita harap ada lebih dari 24 jam*. It's impossible. 'I wish I studied something more practical.' *Belajar sesuatu yang lebih praktis. Berarti* artinya apa?

Ss : *(silent)*

T : *Berarti* artinya 'I don't study something practical.' *Walaupun* past maknanya present. ... O.K.

(Therefore, the meaning is 'I don't study something practical'. Although it is in past form, it has present meaning)

(Schoolbells rang)

T : O.K. Let's continue later. See you next week. *Wassalamualaikum wr wb*

(Peace be upon you.)

Ss : *Walaikumsalam wr wb*

(Peace be upon you, too.)

### TRANSCRIPT 4

Subject : *Bahasa Inggris Peminatan*  
 Class : X IIS 1  
 Teacher : Drs. Kojrat Wiyana  
 Topic : Descriptive Text  
 Date : 3 September 2014  
 Time : 08.45-11.15

T : Good morning everybody.  
 Ss : Good morning  
 T : *Assalamualaikum wr wb*  
 (Peace be upon you)  
 Ss : *Walaikum salam wr. wb.*  
 (Peace be upon you too)  
 T : How are you today?  
 Ss : I'm fine and you?  
 T : Very happy. Are you happy now?  
 Ss : Yes.  
 T : Why happy?  
 Ss : Because....  
 T : Why? Because of your father or your mother gave you a lot of pocket money?  
 Ss : No  
 T : No? Yes. Sometimes yes sometimes no. Alright. O.K. I think I gave you some assignments to collect to make a home recording. Have you finished doing?  
 Ss : No.  
 T : Why not?  
 Ss : Nothing. Busy.  
 T : Very very busy. So would you please collect it if you are finishing? You can revise you can record if you have. You haven't?  
 S : *Ditulis nggak, Pak?*  
 (Do we need to write the script or not, Sir?)  
 T : *Skripnya. Ditulis skripnya nggak apa-apa.*  
 (The script. You may write the script).  
 T : The recording is O.K. But I hope you make a very good dialog a very good script very good pronunciation intonation. So, I told you that you can consult me before recording. If necessary you can consult me. So, I gave you sixteen minutes to finish. Please finish in sixty minutes and later on please collect to me, right? especially the recording and if you haven't written down the script please write the it first and then practice it and then record it.  
 S : *Pak, cari tempat yang nggak berisik boleh?*  
 (Sir, may I find a quiet place?)

- T : O.K. You can find a quiet place to record your dialogue. Outside is OK. Fifteen minutes. Remember right fifteen minutes.  
If you finish you can collect, submit to me.
- S : *Pak, satu kelas dalam 1 flashdisk atau satu kelompok?*  
(Sir, Is this flashdisk for the assignments of one class or one group?)
- T : No. O.K.
- .... (*Students discussed the dialogue*)
- T : Do you have any remotes please? No? Get me a stick  
(*A student turned on the projector*)
- T : O.K. Be careful. Be careful. Watch out.
- S : (*asking something*)
- T : Pardon? What? Do you ask me? You have finish you can collect. Through bluetooth is O.K but wait a minute please.
- T : Wait a minute. Please sit down first.
- .....
- T : *Sudah ya?*  
(Finished?)
- T : Is it clear? The picture is clear. The pictures are good enough, I think. Funny perhaps. What do you think about the pictures? For the students who have finished please look at the picture. O.K Now. What do you think about the picture? What do you think?
- Ss : Cartoon
- T : Cartoon? Yes. O.K. About the color? What do you think?
- Ss : Bold
- T : Yes. Do you think is the picture for you, or for your younger brother, or sister? It is for adult or child or kids.
- Ss : Kids
- T : O.K. Kids. No matter what the picture is for you but please while waiting for your friends, write a sentence for each picture, O.K? Write a sentence. You can also discuss with your friend and I think you have some keywords in the top. Please read aloud together.
- Ss : (*repeating what teacher says*)
- T : O.K please write one sentence for each picture. You can discuss while I receive your recording.
- .... (*Teacher checked students who were working outside*)
- T : Finished? Come on. Quickly.
- S : *Pak, kalau mengajak ke kantin itu 'command' atau apa?*  
(Sir, does asking someone to go to the canteen belong command or not?)
- T : *Kalimatnya mana?*  
(What is the sentence?)
- S : 'Will you go to the canteen?'
- T : Request.
- (*Teacher entered the class*)
- T : Come on picture one. You can find any name. It's O.K. The person you like.

T : You can do it in your book or the board. Come on quickly. Quickly please. You have discussed with your friend

.....

S : *No. I ya, Pak?*  
(I do number one, Sir)

T : O.K.

T : Arum, what number?

S : Five

*(Some students entered the class. They collected the recording to the teacher)*

T : *Di HP kemarin ya? Ini HP tak pakai.*  
(Did you save the recording in your cellphones yesterday? (Sorry), I'm still using it now)

.....

T : Alright. If you have finished  
*(Other students collected the recording)*

T : Thank you... Please write down one sentence for one picture. Any idea, but based on the picture.

.....

T : Come. Up to you.

Ss : *Sudah, Pak.*  
(Finished, Sir)

T : Thank you  
Thank you  
Good. Nice. That's correct.

T : This one?

S : *Itu jadi satu.*  
(In one folder)

.....

T : O.K. Please write down one sentence for one picture. Ten minutes. Come on. Come on. Please try to write sentence in simple idea or in simple form. You can use some keywords in the picture while I'm checking your presence

*(Teacher checked students' presence)*

T : It is now 3 September. It's very very very crowded yes? *Hanif Afifah sakit ya?*  
(Hanif Afifah is sick, right?)

Ss : Yes.

.... *(Teacher continued checking students' presence)*

T : Good response. Come in. Come in. Come in.

T : Alright now orally please say about the pictures using the keyword on the tip.

Picture what?

'Ridwan is reading the book.

Rina and body are dancing together.

Tiwi is eating candy.

Yudha and Yoga are walking together.' O.K.

Example of tenses are present continuous tense.

*(Teacher walked through the classroom. He checked students' work)*

.....

Ss : Time signal, *Pak.*

T : Time signal you have more than three or four. Listen please.

*(School bell rang)*

T : In interrogative there is a question mark..... If you haven't finished I give you another. O.K? Thank you very much for attention and joining. See you tomorrow. *Assalammualakum wr wb.*

*(Peace be upon you.)*

Ss : *Walaikumsalam wr wb.*

*(Peace be upon you, too.)*

## TRANSCRIPT 5

Subject : *Bahasa Inggris Wajib*  
 Class : XI IIS 2  
 Teacher : Drs. Kojrat Wiyana  
 Topic : Narrative Text  
 Date : 12 September 2014  
 Time : -13.30

T : *Assalammualaikum wr wb*  
 (Peace be upon you)  
 Ss : *Wassalammualaikum wr wb*  
 (Peace be upon you, too)  
 T : How are you?  
 Ss : I'm fine and you?  
 T : Very well. Thank you. Well. I think we still have some discussion. And I have already given back your book.  
 Ss : Yes  
 T : And we have to discuss. The first, we have the story of the Enchanted Fish. Right? Have you got the story? You have the idea of the story? Not yet? But you have answered the questions, I think .  
 Ss : Yes  
 T : Yes. Mmm. In your textbook page 1. Page 6. O.K. You have question about the story of the fisherman. The question 1, what is your answer? Yes or no?  
 Ss : No.  
 T : How do you know? Yes or no? No  
 'How did he feel about this?' 'How did he feel about it?'  
 Ss : He felt...  
 T : Pardon?  
 The fisherman... Aloud please.  
 Ss : The fisherman felt ashamed the fish.  
 T : Do you get the same answer?  
 Ss : Yes  
 T : The question is 'How did he feel about it?' He felt ashamed to the fish. Yes or no? No  
 Question 2. The story doesn't reveal out the end. What do you think it might have happened? .....What is the meaning of the question? What is meaning. Might have happened?  
 Ss : *Apa yang....(What might...)*  
 T : *Apa yang? Might means? (What might?)*  
 Ss : *Mungkin (Perhaps)*  
 T : *Mungkin. Might means mungkin. Have happened telah terjadi. Apa yang mungkin telah terjadi. What do you think? Come on.*

(What might have happened)

T : Yes. Any reason please?

Ss : Animal and

T : The place might... Pardon?

Ss : (*silent*)

T : Everybody come on. Question 2.

Ss : I think it might be the prince changed into fish

T : It might be the prince had punishment and someone changed him into a fish. Might have happened. In past. What do you think? Perhaps. Another idea? Perhaps, maybe someone changed him into a fish. What else? Another idea. I think.....

(A student suddenly entered the classroom)

S : Excuse me Sir. May I join the class?

T : Please yes.

S : Thank you, Sir

T : What are you doing?

S : I had a trouble in traffic, Sir.

T : I think the fish made and he caught by a magician. Alright perhaps yes  
Number 3 'Do you think the prince

Ss : No

T : 'What happened in the end of the story?'

Ss : (*silent*)

T : At the end of the story?

T : At the end of the story the fisherman's wife

T : 'If you had a chance to write the story, how would you end the story?' If you wrote the story? Like this?

S : Yes. No

T : Perhaps yes perhaps no.

T : Who says maybe no? Another Idea?

Ending-nya mungkin seperti itu. Just think and imagine. If you have a chance to write the story... Sudah nulis kan?

(The end of the story is perhaps like that.... Have you written that?)

S : The same.

T : The same. If the same, we would not write anything. What do you think? Pardon?

S : The end of the story is same.

T : The same. O.K. Different idea? Please. Come on

S : Maybe the fishermen will quite happy but their wife become a fish and they're life

T : The man lives happily with the fish but his wife become fish. Then?

S : And then the fish turns back into the prince

T : Thank you very much. That's a good idea.

'Imagine you are the fish on the story, can you write the point of view?'  
What?



- S : .... (*reading aloud her answer*)
- T : O.K. Thank you. That depends on your idea. That's all.  
Number 9? 'What can we learn from the story?' A narrative provides us what? What? At the end of the story usually, there is what?
- Ss : (*silent*)
- T : Pardon? Yes. What we call?
- Ss : Moral value
- T : Good. Moral value. What the moral value here?
- S : Don't be a fisherman.
- T : What else? Only that?
- S : Don't be greedy.
- T : Then?
- S : Be thankful
- T : Be thankful. Then what else? What else? That's all?
- Ss : O.K
- T : That's all...  
Alright...  
Now the next we. Please open page 17. Is it your homework, right?
- Ss : Yes
- T : We have decision. Now please write on the board dialog two. Would you please dialog two, page 17? Everybody?  
Write on the right.  
O.K.
- T : Match. Sometimes you say matching? *Ada yang dikatakan matching? Marah nggak? Aku ki diunekke matching he. Matching itu apa?*  
(What is matching? Are you angry or not? What does matching mean?)
- Ss : (*laughing*). The cloth.
- T : Yes the cloth. *Pakaiannya matching. Matching itu yang ngeyong-ngeyong lho.*  
(Matching is animal which sounds meow)
- Ss : *Kucing Pak!*  
(It's cat, Sir!)
- T : *Oh iya ya.*  
(Oh I see)
- T : Now I think you already understand the dialog. Next exercise page 19. 'Fill in the blank.' Page 19. Number one 1 to bla bla bla. 10 blank spaces. Please provide with the vocabulary on the top.  
.... (*Students did the exercise*)
- T : Next, now just think and write down any folklore you have ever heard or you have ever read in the past. Now please write a folklore in the blank space. Not very long. Not too long. Only short but complete. Understand? Do you understand what I mean?
- Ss : Yes

- T : Write down any folklore, legend myth or anything about the stories in this space in short but clear but complete idea. Right? Remember. Fiction or non fiction.
- Ss : Non
- T : You can create. You can imagine. You can create by yourself. Have you been told by your mom your grandma about the story or legend? Have you ever been told?
- Ss : *Kelinci dan Kura-kura.*  
(The Hare and the Tortoise)
- T : *Pernah belum?*  
(Have you?)
- T : Have you ever been told? Have you ever been told?
- S : *Betul*
- T : *Inggris padhakke Jawa...* By your parents about any folklore, any fairytale. *Pernah belum?* (You use Javanese pronunciation in English.... Have you ever?)
- T : *Critane ngapusi ra pa pa. Tentang apa? Timun Nyolong Kancil.* Who have?  
(The fictional story is alright. About what? Cucumber steals Mousedeer?)
- Ss : Pinokio... Cinderella.
- ... (*Students started discussing the narrative text*)
- T : O.K. When you write any kind of narrative, it's better for you to write once....?
- Ss : One?
- T : .... once upon a time.
- Ss : A long time ago
- T : A long long before.... Many many years ago.... There... Bla bla bla in the forest. One day....
- .... (*Students continued discussing the narrative text*).....
- T : O.K. One more important thing to remember when you write a narrative story: You must write the sentence in the form of past tense because it happened long before now, except in direct sentence, in direct speech. *Kecuali dalam kalimat langsung. Kalau nggak langsung harus in the past tense, past verb.*  
(You don't use it in direct sentence. If it is indirect, you must use past tense verbs)
- (*School bell rang*)
- T : O.K. I think it's better to finish. Thanks for joining. Now, let's say a prayer before.

## TRANSCRIPT 6

Subject : *Bahasa Inggris Wajib*  
 Class : XI MIA 1  
 Topic : Formal Invitation Letter  
 Teacher : Reti Sudarsih, S.Pd  
 Date : 5 September 2014  
 Time : 10.30 -12.00

- T : Good morning, students.  
 Ss : Good morning, Ma'am  
 T : Now is Friday, 5 September 2014. O.K. Beki? Fauzan? Latifah? Monita? Syifa? ....(*Teacher checked students' attendance list*)  
 T : O.K. *Saya sekedar mengingatkan saja.* I know that you don't want what happened to Davin happens to your friends anymore. I warn you. That's only about the problem of attitude.. *Itu hanya masalah sikap. Pahami ta maksudnya?*  
 (O.K. I just want to remind you. I know you don't want what happened to Davin happens to yor friends anymore. That's only the problem of attitude. Do you understand?)  
 Ss : (*silent*)  
 T : And now we will have a new material about invitation. *Yang maju siap sekarang? Yuk?*  
 (Who will be the presenter today, please?)  
 Ss : (*silent*)  
 T : *Herna, waktunya presentasi.*  
 (Herna, it's your time to present.)  
 ..... (*Some students prepared the projector*)....  
 S : *Assalamualaikum wr wb.* We're from group three. We will talk about formal invitation, so enjoy..... (Student continued the presentation about formal invitation)  
 T : O.K. Mbak Mega and Herna, would you like to explain, I mean back to the character of invitation letter? *Kembali ke presentasimu yang tentang undangan formal itu tadi.* Perhaps you can explain using your own language. What you have shown you cite from the internet. Perhaps, the language is too difficult for us. So can you make it simple so that your friends can understand more?  
 S : Mmmmm. I'm trying to explain it with our daily language. I think basically the structure is just the same with the invitation letter in Indonesia.  
 T : O.K. If you say the same, would you like to write down on the blackboard, I mean the outline, the design? Perhaps you can show us the example based on that example please analyze the part. *Kan ada salutation, ada dresscode, ada RSPV dan sebagainya. Nah itu.* What I ask to you 'Is it a must the formal letter must enclose the head?'  
 S : *Ya. Kop.*

- (Yes. It's the head of the letter)
- T : *Berarti ditulis saja biar temanmu paham.* The head of letter. *urutan pertama itu* the head of letter *atau dalam kurung kop surat.*  
(Oh. It better you write it so that your friends understand. The head of letter is in the first number)
- T : Riski what are you talking about?
- S : Mmmm. Nothing.
- T : Nothing?
- .....(*Students wrote down the structure of the formal letter on the blackboard. The teacher helped them. They communicated using Indonesian and Javanese*).....
- T : O.K. Any question? *Ada yang perlu ditanyakan? Apa ada yang perlu dijelaskan?*  
(Is there any question to ask? Is there anything to explain to you?)
- Ss : (*silent*)
- T : *Itu cara membuat undangan resmi. Itu kan resmi.* The design, *masalah opening nanti tergantung Anda mau membahas apa.*  
(Those are the procedures of writiing formal invitation. The opening will depend on what you are going to discuss)
- T : Perhaps Rudi. Do you have a question?
- S : Mmm. No.
- T : No? It's clear enough. *Lumayan ta?*
- T : Do you prepare the excercise for them, Herna?
- S : No. *Ini sudah excercise lho Bu.*  
(No. What I have been explain is the excercise, Ma'am)
- T : No question? O.K. If you have no question, write down my question.  
Based on the invitation letter shown by Herna and Mega answer these following questions. Number 1.....(*Teacher read aloud the question while the students note them all*)
- T : O.K. Please do it.
- Ss : (*silent*)
- ..... (*All students did the excercise. They sometimes communicated with the teacher using Javanese or Indonesian*).....
- T : Herna, would you like to check your friend if they have finished?
- S : O.K. Ma'am.
- ..... (*The appointed students checked her friends' work*)
- T : You can ask in English
- S : Petra, have you done? *Kowe kan telat mau.*  
(You come late today.)
- S : Iya
- S : Have you done? OK.
- ..... (*The students and the teacher discussed the answer*).....
- T : O.K. Number five/ Sudah? Mbak, don't close the slide. *Jangan ditutup dulu.* Please you go to your chair.
- T : Next excercise. First you analyze.... there is now for your cognitive ability. This is now for your psychomotor. Write a formal invitation letter based on some situations below.

Perhaps you are the chairman of Casello Cup Event; you want to invite some people or expert to judge some competitions on Casello Cup Event. One letter; one judge.

Any question about this instruction? *Ada pertanyaan tentang perintah ini?*

Ss : *(silent)*

T : *Kan ada banyak.* There are many judges to invite. You can choose one. Free. And include the text organization, there is head of letter, there is date, address.

..... *(Students did the exercise)*

S : Tiga ya Bu

T : Three. I said 'Three' Judges to invite if you don't know the name, if you don't know the title, just free. Bebas. Based on your imagination. *Berdasarkan khayalan kalian saja. Profesor sapa ngana.*

..... *(Students continued doing the exercise)*

T : O.K. Although the judges are only in your imagination, you have to use the real situation. Don't be too bombstic. *Jangan terlalu muluk-muluk ya. Mosok Prof Dr.... Mosok gelare Profesor Doktor kok mung disangoni satus ewu ya mesakke ta ya.*

(Don't be too bombastic. Is it irrational that the experts whose title are professor and doctor are only given one hundred rupiahs for the fee)

Ss : *(laughing)*

..... *(Students continued doing the exercise)*

T : O.K. Listen. Perhaps, you can do it at home, but you have to type it and then you submit in one folder in a class, *satu kelas dalam satu folder*. You submit it when you have the first test. We wil have the test after we discuss the procedure text. Next meeting, we will still have Mbak *siapa itu?*

Ss : Nisa

T : ... Mbak Nisa to discuss to discuss formal but not official, *formal tapi tidak kantoran seperti itu*. And then, next Friday we discuss the procedure text. Then we will have the first test. And you have to submit. Then the next you may have the midtest.

O.K. Thank you. See you next meeting.

Ss : See you later.

# **APPENDIX B:**

# **DATA SHEETS**

## DATA SHEET 1

### Notes

|           |                                 |   |                   |   |               |     |                   |
|-----------|---------------------------------|---|-------------------|---|---------------|-----|-------------------|
| T-1       | : number of transcript          | T | : English teacher | P | : participant | Dec | : declaratives    |
| RS        | : teacher's initial             | S | : student         | S | : setting     | Rep | : representatives |
| 02.09.14: | date of datum                   |   |                   | T | : topic       | Exp | : expressives     |
| 1         | : page of transcript            |   |                   |   |               | Dir | : directives      |
| 2         | : number of datum in data sheet |   |                   |   |               | Com | : commissives     |

| No | Code                        | Dialogues   | Illocutionary Acts |     |     |        |     | Context   | Function  |
|----|-----------------------------|---|--------------------|-----|-----|--------|-----|---|---|
|    |                             |   | Dec                | Rep | Exp | Dir    | Com |   |   |
| 1  | T-1/RS/<br>02.09.14<br>/1/1 | T: <b>Good morning, students. (a)</b><br>Ss: Good morning, Ma'am.<br>T: <b>How are you today? (b)</b><br>Ss: I'm fine.<br>Not so bad, Ma'am.<br>I'm so speechless today.        |                    |     | √   | √      |     | <b>P1:</b> English teacher<br><b>P2:</b> students of XI IIS 2<br><b>S:</b> classroom<br><b>T:</b> greeting the students<br>It was 7.15 a.m. Teacher entered the classroom. All students of XI IIS 1 had been on their desks. Then, the teacher greeted and asked the students' condition to started the lesson. | (a) <b>greeting</b><br><br>(b) <b>questioning</b> |
| 2  | T-1/RS/<br>02.09.14<br>/1/2 | T: <b>Let's check our presence today. (a)</b><br><b>Who's absent today? (b)</b><br>Rachel?<br>Ss: <i>Ijin ke TVRI. Ikut lomba.</i><br>T: <i>Oh yang ikut lomba itu ya Arif?</i> |                    |     |     | √<br>√ |     | <b>P1:</b> English teacher<br><b>P2:</b> students of XI IIS 2<br><b>S:</b> classroom<br><b>T:</b> checking attendance<br>the English teacher checks the presence. A students informs tha a student was absent because of joining  | (a) <b>requesting</b><br>(b) <b>questioning</b>   |





| No | Code                        | Dialogues   | Illocutionary Acts |     |     |     |     | Context  | Function   |
|----|-----------------------------|---|--------------------|-----|-----|-----|-----|--|--|
|    |                             |   | Dec                | Rep | Exp | Dir | Com |  |  |
|    |                             | <p>S: <b>Let me see the dialogue. (h)</b> <i>Saya lihat dialognya. I think it's necessary for you to show it. (i)</i><br/> <i>(Some students prepared the LCD to present the transcript of speaking dialog)</i><br/>           T: O.K. <b>Ageng, you replace Nanda. (j)</b><br/> <i>Kamu gantikan</i><br/>           S : Yes Ma'am</p>  |                    | √   |     | √   |     | the LCD to present the speaking dialogue. Then, the teacher ordered a student, named Ageng to replace Nanda, the absent student  | <p><b>(h) requesting</b></p> <p><b>(i) stating an opinion</b></p> <p><b>(j) commanding</b></p> |
| 4  | T-1/RS/<br>02.09.14<br>/2/4 | <p>T: <b>Come on. (a)</b><br/>           Ss: <i>(silent)</i><br/>           T: <b>Greet your friends first. (b)</b> <i>Biasa dibuka dulu.</i><br/>           S: O.K. <i>Assalamualaikum wr wb.</i><br/>           Ss &amp; T: <i>Walaikumsalam wr wb.</i><br/>           S: Good morning friends.<br/>           Ss &amp; T: Morning.<br/>           S: I will show you my, <i>eh</i> our dialogue, about what staying in boarding house is good or not.<br/>           T: O.K.<br/>           ..... <i>(A group of students practiced the speaking dialogue)</i></p> |                    |     |     | √   | √   | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of XI IIS 2<br/> <b>S:</b> classroom<br/> <b>T:</b> practicing the speaking dialogue</p> <p>The teacher then ordered the students to practice it soon. The group then started to practice without greeting the class, so the teacher order them to greet them first. After that they continued to practice.</p> | <p><b>(a) encouraging</b></p> <p><b>(b) commanding</b></p>                                     |
| 5  | T-1/RS/<br>02.09.14<br>/3/5 | <p>T: O.K <i>Mas. Mbak Fauzan.</i> <b>Who made this dialogue? (a)</b><br/>           S: Nanda.<br/>           T: O.K. <b>Did he ask you to discuss this before you write down? (b)</b><br/>           S: Yes.<br/>           T: <b>And you just say agree on this?(c)</b><br/>           S: Yeah</p>  |                    |     |     | √   | √   | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of XI IIS 2<br/> <b>S:</b> classroom<br/> <b>T:</b> discussion of the speaking dialogue</p>   | <p><b>(a) questioning</b></p> <p><b>(b) questioning</b></p> <p><b>(c) questioning</b></p>      |

| No | Code | Dialogues  | Illocutionary Acts |     |     |     |     | Context  | Function  |
|----|------|--|--------------------|-----|-----|-----|-----|--|---|
|    |      |  | Dec                | Rep | Exp | Dir | Com |  |   |
|    |      | <p>T: Kemudian 'so is that activity mainly to do in this enjoyable boarding house?' <b>What does it mean? (d)</b> Arti kalimat ini apa? 'Jadi iki ta gaweanmu, gitu?' Ya?</p> <p>S: Iya</p> <p>T: Oh. 'So, is that the... THE.. activity that you do in this enjoyable boarding house.' Berarti yg enjoyable itu kos-kosannya ya? OK. Terus njawab: 'unbelievable.' 'Buang-buang waktu,' gitu ta? It wastes, wastingnya ilang. Wastes. So-nya ilang. 'It wastes', tambah es' time. 'You just spending.' Ing-nya ilang. 'Over like that'. <b>What does it mean? (e)</b></p> <p>Ss: 'Lebih seperti itu'.</p> <p>Ss: kelebihan.</p> <p>Ss ya seperti itu</p> <p>T: 'As you see.'</p> <p>T: <b>Can you go up? (f)</b></p> <p>The third line. Baris yang ketiga. 'We just only playing play station about this afternoon.' <b>What do you mean by this sentence? (g)</b></p> <p>Ss: Kita sedang bermain game pada siang ini.</p> <p>T: 'About this afternoon.' <b>What is 'about this afternoon'? (h)</b> Kenapa harus ada kata 'about' kemudian 'this afternoon'?</p> <p>Ss: (laughing)</p> <p>T: O.K. ya. Jadi Wiji itu 'we are only playing play station.' <b>'About' is omitted and 'just' too. (i)</b></p> |                    |     |     | √   |     | <p>After the group finished practising the speaking dialogue, the teacher asked the two students which became the operators to scroll the display up. She points out on the third line about the utterance. They are discussing about the grammatical error in the use of word 'about' in the phrase 'about this afternoon'. Next, the teacher and students discussed the other sentence. They discussed other grammatical mistakes in the rest of dialogue.</p> | <p>(d) questioning</p> <p>(e) questioning</p> <p>(f) requesting</p> <p>(g) questioning</p> <p>(h) questioning</p> <p>(i) explaining</p> |

| No | Code                        | Dialogues   | Illocutionary Acts |     |     |     |     | Context   | Function   |
|----|-----------------------------|---|--------------------|-----|-----|-----|-----|---|--|
|    |                             |   | Dec                | Rep | Exp | Dir | Com |   |  |
|    |                             | <p>T: <b>Go on (j).</b> 'You wastes much money joining the course' <i>hilangkan kata-kata classnya. That's most useful....</i></p> <p><b>Independency using I not Y. (k)</b> Ya wis 'That's a good advice' <i>Bawahnya Galih itu dialognya. but Im. Im itu ada apostrofnya. Alone and all alone. O.K. Thank you. (l)</i></p> <p>S: Thank you for your attentions. <i>Assalamualaikum wr wb.</i></p> <p>Ss &amp; T: <i>Walaikumsalam wr.wb</i></p> |                    | √   |     | √   |     |   | <p><b>(j) commanding</b></p> <p><b>(k) explaining</b></p> <p><b>(l) thanking</b></p> |
| 6  | T-1/RS/<br>02.09.14<br>/3/6 | <p>T : <b>Next unit we will discuss your exercise about noun phrases. (a) Please read for you that have book. There are six types of noun phrases. Read, Galih. (b)</b> Number one. <i>Yang nomer 1.</i></p> <p>S : 'I saw a bird fly high.'</p> <p>T : I saw a bird fly high. <i>Berarti as an object. As a subject apa?</i></p> <p>..... <i>(Students and teacher used Javanese and Indonesian)....</i></p>                                     |                    | √   |     | √   |     | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of XI IIS 2<br/> <b>S:</b> classroom<br/> <b>T:</b> discussion noun phrase</p> <p>The teacher informed the next discussion. It was about the noun phrases. She commands the students to read the materials on their text book. She then asked a student to read the questions in the book.</p> | <p><b>(a) informing</b></p> <p><b>(b) commanding</b></p>                             |

| No | Code                        | Dialogues  | Illocutionary Acts |     |     |     |     | Context  | Function   |
|----|-----------------------------|--|--------------------|-----|-----|-----|-----|--|--|
|    |                             |  | Dec                | Rep | Exp | Dir | Com |  |  |
| 7  | T-1/RS/<br>02.09.14<br>/6/7 | T :..... You may continue it at home, <i>ya</i> .<br><b>Don't forget Friday you will have a test, 4 materials. And next Tuesday, <i>Selasa depan</i>, you perform your text report.</b> (a) O.K. Thank you. (b) Good bye. (c)<br>Ss: Good bye. |                    | √   | √√  |     |     | <b>P1:</b> English teacher<br><b>P2:</b> students of XI IIS 2<br><b>S:</b> classroom<br><b>T:</b> closing the lesson<br><br>The school bell rang. The teacher then reminded the students about what they would do in the next meetings: a test on Friday and a report text performance on Tuesday. Finally, the teacher said thank and farewell to the students. | <b>(a) informing</b><br><b>(b) thanking</b><br><b>(c) leave-taking</b> |

## DATA SHEET 2

### Notes

|           |                          |   |                   |   |               |     |                   |
|-----------|--------------------------|---|-------------------|---|---------------|-----|-------------------|
| T-2       | : number of transcript   | T | : English teacher | P | : participant | Dec | : declaratives    |
| CR        | : teacher's name initial | S | : student         | S | : setting     | Rep | : representatives |
| 04.09.14: | date of datum            |   |                   | T | : topic       | Exp | : expressives     |
| 1         | : page of transcript     |   |                   |   |               | Dir | : directives      |
| 2         | : number of datum        |   |                   |   |               | Com | : commissives     |

| No | Code                        | Dialogues  | Illocutionary Acts |     |                                   |   |     | Context  | Function  |
|----|-----------------------------|--|--------------------|-----|-----------------------------------|---|-----|--|---|
|    |                             |  | Dec                | Rep | Exp                               | Dir                                     | Com |  |   |
| 1  | T-2/CR/<br>04.09.14<br>/1/1 | <p>T: <b>Good morning class? (a)</b><br/>Ss: Morning</p> <p>T: <b>How're you today? (b)</b><br/>Ss: Excellent</p> <p>T: <b>Really? (c)</b><br/>Ss: Yes.</p> <p>T: <b>I do hope that you are all safe and sound. (d) What is 'safe and sound'? (e)</b><br/>Ss: <i>Sehat wal afiat.</i></p> <p>T: <b>Yups. Good. (f) 'Safe and sound' means 'sehat walafiat'. (g) Have you heard this term before? (h)</b><br/>S: Yes. In song.</p> <p>T: <b>Oh song? (i) What kind of song? (j)</b><br/>S: <i>(mentioning a name of singer)</i></p> |                    |     | √<br><br>√<br>√<br><br>√<br><br>√ | <br><br><br><br>√<br>√<br><br><br><br>√ |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of X MIA 1<br/><b>S:</b> classroom<br/><b>T:</b> opening the lesson</p> <p>It was 07.15 am. The English teacher entered the classroom. She greeted the students and opened the lesson.</p> | <p><b>(a) greeting</b></p> <p><b>(b) questioning</b></p> <p><b>(c) stating surprise</b></p> <p><b>(d) wishing</b><br/><b>(e) questioning</b></p> <p><b>(f) complimenting</b><br/><b>(g) explaining</b><br/><b>(h) questioning</b></p> <p><b>(i) stating surprise</b><br/><b>(j) questioning</b></p> |

| No | Code                        | Dialogues   | Illocutionary Acts |     |     |     |     | Context  | Function  |
|----|-----------------------------|---|--------------------|-----|-----|-----|-----|--|---|
|    |                             |   | Dec                | Rep | Exp | Dir | Com |  |   |
| 2  | T-2/CR/<br>04.09.14<br>/1/2 | <p>T: O.K. Class we have finished our first topic or basic competence that is about politeness. Right? Now our agenda is that we will learn about utterances or expressing gambit. (a) Perhaps you find it in your daily life even when you converse with your friend. Let me take example I see you wear your new glasses. Then I say something. Ayu. Oh what a new glasses? (b)</p> <p>S: Thank you</p> <p>T: Aah. The response is thank you. (c) What is the meaning of the utterances? (d)</p> <p>S: Compliment</p> <p>T: Right. What is compliment in Bahasa? (e)</p> <p>S: <i>Pujian</i> (Praise)</p> <p>T: <i>Pujian</i> or? <i>Memuji</i>. Actually between the verb and the noun. The English of the two words are same. The part of speech of compliment are verb and noun. Compliment itself as a noun is <i>pujian</i>. So the same..... It is spontaneously. Suppose I see a new veil. (f) What is veil? (g)</p> <p>S: <i>Jilbab</i></p> |                    | √   |     |     |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of X MIA 1<br/><b>S:</b> classroom<br/><b>T:</b> discussion of expression of compliment</p> <p>The teacher reviewed the materials in the previous meeting. Then, she continued to discuss the topic for today: expressing compliment. She gave some situation using in expression of giving compliant in English. Also, she explained the concept of compliment in English language as well as its comparison with that of Indonesian.</p> | <p>(a) informing</p> <p>(b) explaining</p> <p>(c) agreeing</p> <p>(d) questioning</p> <p>(e) questioning</p> <p>(f) explaining</p> <p>(g) questioning</p> |

| No | Code                | Dialogues   | Illocutionary Acts |     |     |     |     | Context   | Function   |
|----|---------------------|---|--------------------|-----|-----|-----|-----|---|--|
|    |                     |   | Dec                | Rep | Exp | Dir | Com |   |  |
|    |                     | <p>T: Yes kerudung or jilbab..... You can say: You look so different today. You look so beautiful with your new veil. The answer - It can be like this. 'Really?' 'Oh yes.' 'Thank you.' 'I'm Glad you like it.' But the other answer: 'Oh no. It's the old one. It's very, you know, very cheap.' It can happen to Indonesian people, right? 'Oh How beautiful sandals?' 'Oh no I have bought it since last year.' (h)</p> <p>So, which one you heard? The first or the second one? Or both? (i)</p> <p>S: Both.</p> <p>T: <b>Why both? (j)</b> <i>Kenapa kok dua-duanya?</i></p> <p>S: Different</p> <p>T: Because people are different. <b>Any other opinion or ideas? (k)</b></p> |                    | √   |     |     | √   |   | <p>(h) explaining</p> <p>(i) questioning</p> <p>(j) questioning</p> <p>(k) questioning</p>   |
| 3  | T-2/CR/04.09.14/2/3 | <p>T: This phenomena is reality in our culture in Indonesian or even in Javanese people who likes to be <i>basa-basi</i>. It is our reality..... (a) .Which one is true in the reality? (b) It must be suit to the the situations. (c) The fact is that there are two phenomenon..The first response tends to accept. The second it has to be. (d) The question is why? Any reason? (e) There must be a reason. (f) <i>Pasti ada alasannya.</i></p>   |                    | √   |     | √   |     | <p><b>P1:</b> teacher<br/> <b>P2:</b> students<br/> <b>S:</b> classrooom<br/> <b>T:</b> discussion of expressing compliment in local culture.</p> | <p>(a) stating an opinion</p> <p>(b) questioning</p> <p>(c) stating an opinion</p> <p>(d) explaining</p> <p>(e) questioning</p> <p>(f) encouraging</p> |

| No | Code | Dialogues  | Illocutionary Acts |     |  |     |     | Context | Function |
|----|------|--|--------------------|-----|--|-----|-----|---------|----------|
|    |      |  | Dec                | Rep | Exp  | Dir | Com |         |          |
|    |      | S: <i>Merendah</i><br>T: <b>Good. (g) We tend to be humble. This is for Indonesian or Javanese people. (h) Second reason? (i)</b><br>S: Polite<br>T: O.K. Politeness. <b>It will be more polite. (j) Lebih sopan. The third reason? Any other ideas or opinions? (k)</b><br>S: <i>(silent)</i><br>T: Those who response: Oh thank you. I'm glad you like it. <b>What do you think of this? Why do people use this utterance? (l)</b><br>S: <i>(saying something unclear)</i><br>T: <b>Pardon? (m)</b><br>S: Gratitude<br>T: <b>Gratitude means? (n)</b><br>S: <i>Berterima kasih</i> (To thank.)<br>T: <i>Berterima kasih. That's good. You have paid attentions to me that the response is thank you. (o) The second reason? (p) It is polite too. It sounds like - you know - proud. It's kind of proud. (q) So, what is proud? (r)</i><br>S: <i>Bangga.</i> |                    |     | 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| No | Code                        | Dialogues  | Illocutionary Acts |     |     |     |     | Context   | Function   |
|----|-----------------------------|--|--------------------|-----|-----|-----|-----|---|--|
|    |                             |  | Dec                | Rep | Exp | Dir | Com |   |  |
| 4  | T-2/CR/<br>04.09.14<br>/2/4 | <p>T: <b>So which one you choose? The first or the second? (a)</b><br/>S: The first. The second.</p> <p>T: <b>Yes. It's Javanese style But we now start learning English right. We have to try to the international paradigm... because English is to be accepted by everyone all around the world. Suppose you go to Italy, Japan or even to Egypt..... (b) So, what do you choose? The first or the second? (c)</b><br/>S: <i>(saying something unclear)</i></p> <p>T: <b>It depends where you are whether you in Javanese or English. In English you can express the compliment just the way it is - <i>apa adanya</i>. But sometimes for Javanese it quite ignores the norm for Javanese people to proud themselves. (d)</b></p> |                    | √   |     | √   |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of X MIA 1<br/><b>S:</b> classrooom<br/><b>T:</b> discussion of the way to express the compliment in English</p> <p>The teacher turned the topic into the way of expressing compliment in English culture. The way to express compliment in Javanese or Indonesian wass quite different from that of English. It was greatly influenced by the cultural aspect.</p> | <p><b>(a) questioning</b></p> <p><b>(b) explaining</b><br/><b>(c) questioning</b></p> <p><b>(d) explaining</b></p>                           |
| 5  | T-2/CR/<br>04.09.14<br>/3/5 | <p>T: <b>O.K. And now because there are mmm two cultures that is English and Indonesian so we have to be aware. We not only learn about language but also culture (a) Right?</b><br/>O.K. <b>Well there are two examples of compliments that we have here and the response can be thank you. (b) So, what is compliment? (c)</b><br/>S: comply...</p> <p>T: <b>It's actually a function. O.K to express our feeling (d) What kind of feeling? (e)</b></p>  |                    | √   |     |     |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of X MIA 1<br/><b>S:</b> classrooom<br/><b>T:</b> discussion of the definition and purpose of compliment.</p> <p>After the teacher and the students discussed some examples and topics concerned with expression compliment, they came to</p>   | <p><b>(a) explaining</b></p> <p><b>(b) explaining</b><br/><b>(c) questioning</b></p> <p><b>(d) explaining</b><br/><b>(e) questioning</b></p> |

| No | Code | Dialogues  | Illocutionary Acts |     |     |     |     | Context  | Function   |
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|    |      |  | Dec                | Rep | Exp | Dir | Com |  |  |
|    |      | <p>S: Something good</p> <p>T: O.K. Something good. <b>What is the function? The purpose?</b> (f) When you give compliment to someone you have purpose, right? <i>Pasti punya tujuan. What is the purpose?</i> (g) Show me. (h)</p> <p>S: Appreciate</p> <p>T: <b>Yes. It is to appreciate other work, achievement</b> (i) <b>What else?</b> (j) Suppose <i>Mas Askhar. Which one Mas Askar?</i> (k)</p> <p>S: Laska Ma'am.</p> <p>T: <b>Oh I'm sorry, Laska, Alaska?</b>(l) Haha. For example Mas Laska got 10 in English and I give compliment: what a high scores. <b>What is the function? To? What is the purpose?</b> (m)</p> <p>S: <i>Motivasi</i></p> <p>T: <b>Yes to motivate, to give motivation, to encourage the students to be better. So, to encourage, to appreciate.</b> (n) <b>Do I give something positive?</b> (o)</p> <p>S: Yes</p> <p>T: Right. <b>So by giving compliment, the children, the child the students will understand which one is better which one is not good</b> (p). ... If you have some achievements then no one does not give you compliment you will feel sad?</p> |                    |     |     | √   |     | the definition and the compliment in English language. | <p>(f) questioning</p> <p>(g) questioning</p> <p>(h) commanding</p> <p>(i) agreeing</p> <p>(j) questioning</p> <p>(k) questioning</p> <p>(l) apologizing</p> <p>(m) questioning</p> <p>(n) explaining</p> <p>(o) questioning</p> <p>(p) explaining</p> |

| No | Code                        | Dialogues  | Illocutionary Acts |     |     |     |     | Context  | Function  |
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|    |                             |  | Dec                | Rep | Exp | Dir | Com |  |   |
|    |                             | <p><b>That is why I always appreciate you: I like the activeness. I like teaching in this class because you are active. (q) Got it? (r)</b></p> <p>S: Yes</p> <p>T: <b>So a compliment is to? (s)</b></p> <p>S: To appreciate.</p> <p>T: <b>To praise, to appreciate, to motivate to encourage somebody else, to encourage, right, what people did or do. So far it's so good. (t)</b></p>   |                    | √   |     | √   |     |  | <p><b>(q) explaining</b></p> <p><b>(r) questioning</b></p> <p><b>(s) questioning</b></p> <p><b>(t) explaining</b></p> |
| 6  | T-2/CR/<br>04.09.14<br>/3/6 | <p>T: <b>Later you have to converse with your friends. You give compliment and you should response. (a) But the point is that the compliment should meet the fact. (b)</b></p> <p>S: <i>(laughing)</i></p> <p>T: Suppose 'Oh you are like Sophia Latjuba'; the people will be uninterested. <b>So, in English language it is based on the fact. You have to know the situation, the proper, based on the fact. (c) Before you make the dialog, I will explain the cultural awareness, because we will be the MEA. You can be a soldier, you can be a lecturer, you can be a teacher, you can be public worker. (d)</b></p> |                    | √   | √   |     |     | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of X MIA 1<br/> <b>S:</b> classroom<br/> <b>T:</b> important point of expressing compliment in English</p> <p>Teacher and students had discussed the definition. Then the teacher explained some important points in expressing compliment in English that the compliment should meet the fact.</p> | <p><b>(a) informing</b></p> <p><b>(b) explaining</b></p> <p><b>(c) explaining</b></p> <p><b>(d) promising</b></p>     |

| No | Code                        | Dialogues   | Illocutionary Acts |     |     |     |     | Context  | Function  |
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|    |                             |   | Dec                | Rep | Exp | Dir | Com |  |   |
| 7  | T-2/CR/<br>04.09.14<br>/4/7 | <p>T: <b>And now we go to something – you know in page 132. O.K. You can differentiate two utterances from native speakers and nonnative. (a)</b> Conversation one, it is by Indonesian speakers. <i>Ya. Anybody wants to read this for me? (b)</i></p> <p>S: Me.</p> <p>T: O.K. <b>Thank you Mbak. (c) Please (d).</b></p> <p>S: <i>(reading the print out)</i></p> <p>T: <b>Do you know the word ‘mess’? (e)</b></p> <p>S: <i>Berantakan</i></p> <p>T: <b>Good. (f) Berantakan.</b> What a beautiful garden it is. <i>Ih bagus banget tamannya. Oh berantakan kok. It’s so contradictive with the question. When your garden is so messy you will not say oh your garden is so messy. So you pretend this. This is not English culture. (g)</i></p> |                    | √   |     | √   |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> Students of X MIA 1<br/><b>S:</b> classroom<br/><b>T:</b> discussion of expression of compliment in the printed material</p>  | <p>(a) informing</p> <p>(b) questioning</p> <p>(c) thanking</p> <p>(d) permitting</p> <p>(e) questioning</p> <p>(f) complimenting</p> <p>(g) explaining</p> |
| 8  | T-2/CR/<br>04.09.14<br>/5/8 | <p>T: Conversation 2. <b>Anybody? Who wants to be a volunteer? (a)</b></p> <p>O.K. <i>Mbak. Mbak Mila and Mbak Fani. Please. (b)</i></p> <p>S: <i>(Reading aloud the print out)</i></p> <p>T: ‘You are a great cook’. <b>What is cook? (c)</b></p> <p>S: <i>Juru masak</i></p> <p>T: Chef <i>atau juru masak. It can be verb memasak but it can be noun juru masak. Arjuna... (d)</i></p>   |                    |     |     | √   |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> Students of X MIA 1<br/><b>S:</b> classroom<br/><b>T:</b> discussion of expression of compliment in the printed material</p> <p>The teacher and the students discussed a conversation 2 in the printed materials. The teacher also involved the</p> | <p>(a) questioning</p> <p>(b) permitting</p> <p>(c) questioning</p> <p>(d) explaining</p>   |

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|    |                             |  | Dec                | Rep | Exp | Dir | Com |  |  |
|    |                             |  |                    |     |     |     |     | student by asking them to read aloud some part of the text.  |  |
| 9  | T-2/CR/<br>04.09.14<br>/5/9 | <p>T: ....So now you understand which one you have to choose. <b>And anybody wants to be the volunteer? Rahma please. Conversation 1 (a)</b></p> <p>S: <i>(reading aloud)</i></p> <p>T: <b>You are good if you read the dialogue... with your soul. So it's not like reading a text, so read it like a real dialog..... You have the soul on it (b).</b></p> <p>O.K. <b>Don't be too fast (c).</b> You know, with your soul.....</p> <p><b>So, which one do you like? The native or the Indonesian? (d)</b></p> <p>S: Native</p> <p>T: <b>But you are Indonesian. (e)</b></p> <p>S: <i>(laughing)</i></p> <p>T: Conversation 2. <b>Anybody? (f) Yak.</b></p> <p>S: <i>(reading aloud)</i></p> <p>T: <i>(repeating)</i></p> |                    |     |     | √   |     | <p><b>P1:</b> English teacher<br/> <b>P2:</b> Students of X MIA 1<br/> <b>S:</b> classroom<br/> <b>T:</b> discussion conversation of expressing compliment in the printed material</p> <p>The teacher and the students continued discussing some conversations taken from the printed materials. It was about the differences between the form of expressing compliment in English and Indonesia</p> | <p><b>(a) requesting</b></p> <p><b>(b) encouraging</b></p> <p><b>(c) forbidding</b></p> <p><b>(d) questioning</b></p> <p><b>(e) joking</b></p> <p><b>(f) questioning</b></p> |

| No | Code                         | Dialogues  | Illocutionary Acts |        |     |     |     | Context  | Function  |
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| 10 | T-2/CR/<br>04.09.14<br>/5/10 | <p>T: <b>And now what is your conclusion? Which one you will choose? (a)</b></p> <p>S: Both</p> <p>T: <b>It can be. (b) It depends on the situation. (c)</b></p> <p>S: Yes</p> <p>T: <b>When I got a compliment in Bahasa or in Iavanese language, of course, mmm if I have to say in English culture – you know – it’s not appropriate. (d) <i>Bu niku kok sae sanget nggih sepatunipun? ...Injih menika (laughing)</i></b></p> <p>S: <i>(laughing)</i></p> <p>T: .... so that we can learn the other countries nations’ culture. We have still Japanese and then some other countries. (e)</p> |                    | √<br>√ |     | √   |     | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of X MIA 1<br/> <b>S:</b> classroom<br/> <b>T:</b> conclusion expression compliment on the example of conversation in the printed material</p> <p>After discussing the examples of expressing compliment taken from the printed materials, the students and the teacher discussed the conclusion.</p> | <p>(a) <b>questioning</b></p> <p>(b) <b>agreeing</b></p> <p>(c) <b>stating an opinion</b></p> <p>(d) <b>explaining</b></p> <p>(e) <b>explaining</b></p> |
| 11 | T-2/CR/<br>04.09.14<br>/5/11 | <p>T: Now class if the compliment is not sincere, sincere they will refuses it as well. For example Don try to flatter.’ <b>Gombal ah. Gombal. But in English it’s not gombal you know - It’s cloth (a)</b></p> <p>S: <i>(laughing)</i></p> <p>T: <b>‘Gombal’ kan cloth. It’s like you’re just kidding me. Ah cuman ngejek aja. (b)</b></p> <p><i>‘Itu gadgetnya 6 juta.’ Ah You’re kidding me. ‘Kamu tuh cuma ngomong aja.’</i></p>   |                    | √      | √   |     |     | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of X MIA 1<br/> <b>S:</b> classroom<br/> <b>T:</b> discussing the response of insincere compliment</p> <p>The teacher moves to another topic in expressing compliments. It is about the response. Then, students and the teacher discuss how to respond the insincere compliment in English.</p>      | <p>(a) <b>joking</b></p> <p>(b) <b>explaining</b></p>   |

| No | Code                 | Dialogues   | Illocutionary Acts |     |     |     |     | Context   | Function  |
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|    |                      |   | Dec                | Rep | Exp | Dir | Com |   |   |
|    |                      | <p>It's not sincere. Naturally it's just pulling around. <i>Nggak ada gunanya</i>. Pulling around means <i>menggoda</i>. So, we need to be able to judge whether it is sincere or not. (c)</p> <p>You got it? Any question about the compliment? Anybody wants to ask something? (d)</p> <p>S: <i>(silent)</i></p> <p>T: O.K. From now on if you get compliment among you or <i>di antara satu kelas ini ya</i>, you must apply the English culture if the compliment is in English, right? But if in Bahasa perhaps you think twice whether it's sincere or not. (e)</p> <p>I think it's because that the oriental culture tends to be wise –you know. (f)</p> |                    | √   |     | √   |     |   | <p>(c) explaining</p> <p>(d) questioning</p> <p>(e) warning</p> <p>(f) stating an opinion</p> |
| 12 | T-2/CR/04.09.14/6/12 | <p>T: Ok all together, read. (a)</p> <p><i>(Students and teacher read aloud the text)</i></p> <p>T: You will have a roleplay with your friends each other conducting dialogue expressing compliment in English culture. It can be with your neighbor. And then the topic is free up to you. Anybody can be the volunteer. You're still in your seat and choose the volunteer. (b) Any questions? (c) Right. Please do now. (d)</p>  |                    | √   |     | √   | √   | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of X MIA 1<br/> <b>S:</b> classroom<br/> <b>T:</b> instruction of the speaking activities</p> <p>The teacher and the students read aloud some examples of expressing compliment in. After that, the teacher instructed them to prepared a speaking dialogue.</p> | <p>(a) commanding</p> <p>(b) informing</p> <p>(c) questioning</p> <p>(d) commanding</p>       |

| No | Code                         | Dialogues  | Illocutionary Acts |     |        |        |     | Context   | Function  |
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| 13 | T-2/CR/<br>04.09.14<br>/6/13 | <p>T: <b>Finish. Finish. (a)</b><br/>Well now. <b>I want you to be the volunteer to come to the class. (b) O.K. Khoirul please. (c)</b><br/>..... (<i>Students practiced a dialogue</i>)<br/>T: <b>That's all? That's all? (d) What do you think, class, with this model? Are they so natural in expressing compliment? (e)</b><br/>O.K. <b>Say it clear, clear word clear sentence but expressively (f)</b><br/>.... (<i>Students practiced a dialogue</i>)<br/>S: (<i>laughing</i>)<br/>T: <b>I think it's good enough but perhaps you have to converse naturally. You little bit surprised with... You keep smiling. You keep laughing. (g) O.K. Right? As natural as possible. Focus. (h)</b><br/>.... (<i>Students practiced the dialogue again</i>)<br/>T: <b>O.K. Applause for them (i)</b></p> |                    | V   |        | √<br>√ |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of X MIA 1<br/><b>S:</b> classroom<br/><b>T:</b> discussion of students' performance</p> <p>The teachers asked a student to practice a speaking dialogue. After he finished, the English teacher gave some comments and discussed it with other students. She said that the speaker should say his word clearly and expressively.</p> | <p>(a) <b>commanding</b><br/>(b) <b>commanding</b><br/>(c) <b>requesting</b><br/>(d) <b>stating surprise</b><br/>(e) <b>questioning</b><br/>(f) <b>commanding</b><br/>(g) <b>encouraging</b><br/>(h) <b>commanding</b><br/>(i) <b>complimenting</b></p> |
| 14 | T-2/CR/<br>04.09.14<br>/6/14 | <p>T: <b>Thank you. (a) Another victim? (b) (laughing)</b><br/><b>Anybody? (c)</b><br/>..... (<i>Students practiced a dialogue</i>)<br/>S: (<i>laughing</i>)<br/>T: <b>What do you think about the second volunteer? (d)</b><br/>S: Nervous creepy.<br/>T: <b>You can repeat... Speak louder, then</b></p>   |                    |     | √<br>√ | √      |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of X MIA 1<br/><b>S:</b> classroom<br/><b>T:</b> discussion of students' speaking performance</p> <p>Similar to the previous activities, the teachers requested other student to perform another speaking</p>   | <p>(a) <b>thanking</b><br/>(b) <b>joking</b><br/>(c) <b>questioning</b><br/>(d) <b>questioning</b></p>  |



| No | Code                         | Dialogues   | Illocutionary Acts |     |     |     |     | Context   | Function   |
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|    |                              |   | Dec                | Rep | Exp | Dir | Com |   |  |
|    |                              | <p>you know that mmm a little bit surprised and naturally OK. Even not in a distance but you can close to our friend, please. (e)</p> <p>.... (Students repeated the dialogue)</p> <p>T: Right. Well, mmm the two groups or the two pairs mmm they have – you know – they are resemble practicing about the topic about the someting new right and then watch (f) And then what else? (g)</p> <p>S: Glass</p> <p>T: Glasses. Thank you, for Khoirul and Rahma. (h) Big applause for them. (i)</p> <p>.... (Teacher and students clapped their hands)</p> <p>T: Anybody wants to be the next valuntee? (j) The third one. The volunteer.</p> <p>It's O.K. The boys. Are you boys? Are you boys? So please. No one? So it that means that you are not boys. (k)</p> |                    | √   |     | √   | √   |   | <p>dialogue. Then she gave comments and discussed it with other students. She said that the students need to be more natural. Therefore, the teacher ordered that student to repeat their practice.</p> <p>(e) encouraging</p> <p>(f) stating an opinion</p> <p>(g) questioning</p> <p>(h) thanking</p> <p>(i) complimenting</p> <p>(j) questioning</p> <p>(k) encouraging</p> |
| 15 | T-2/CR/<br>04.09.14<br>/7/15 | <p>T: Now class, the second activity is that you stand and you give compliment to anyone you choose. And the one you point out you try to answer. Suppose you stand up, Fani, and then you say something and then you answer spontaneously. (a) Everybody, are you ready for that? (b)</p>  |                    | √   |     | √   |     | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of X MIA 1<br/> <b>S:</b> classroom<br/> <b>T:</b> instruction of next speaking activity</p> <p>Having finished the first activity, practicing a</p> | <p>(a) informing</p> <p>(b) questioning</p>  |



| No | Code                         | Dialogues  | Illocutionary Acts |     |     |     |     | Context  | Function   |
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|    |                              |  | Dec                | Rep | Exp | Dir | Com |  |  |
|    |                              | S: Who?<br>T: <b>Up to you (j)</b><br><i>(Students then practiced a dialogue)</i><br>T: <b>Just mention one thing that you think is O.K. ‘What a lovely bag you have.’</b><br><b>(k)</b><br><i>....(Students continued practicing the dialogue)</i>  |                    | √   |     | √   |     |  | <b>(j) stating opinion</b><br><br><b>(k) commanding</b>  |
| 17 | T-2/CR/<br>04.09.14<br>/7/17 | T: <b>At random. Please anybody. Just stand up. (a)</b><br><i>.... (Students practiced a dialog)</i><br>T: <i>Kalau nggak seperti Arie. What is your response? It is sincere or not? (b)</i><br><i>Kalau tidak serius jawabannya apa? Repeat. (c)</i><br><i>.... (Students repeat the dialog)</i><br>T: <b>‘Looks like’ means ‘seperti.’ (d) It is sincere? (e)</b><br>S: No<br>T: <i>Kalau tidak serius responnya apa? I don’t like. Just repeat. (f)</i><br><i>.... (Students repeated the dialogue)</i><br>T: <b>Sit down (g) O.K. This is interesting (h), you know, because one makes another model theme or topic by promoting a compliment that is not sincere, for example: Oh you’re like ariel Noah. (i)</b><br><i>Jawabannya harus?</i><br>S: No... |                    | √   |     | √   |     | <b>P1:</b> English teacher<br><b>P2:</b> students of X MIA 1<br><b>S:</b> classroom<br><b>T:</b> discussion of students’ speaking performance<br><br>The teacher ordered other students. Then, two students practiced a speaking dialogue of expressing compliment. The teacher gave comments that the students needed to take into account on the natural way in responding the complimenting expression. So, she asked the student to repeat the dialogue. | <b>(a) commanding</b><br><br><b>(b) questioning</b><br><b>(c) commanding</b><br><br><b>(d) explaining</b><br><b>(e) questioning</b><br><br><b>(f) commanding</b><br><br><b>(g) commanding</b><br><b>(h) stating opinion</b><br><br><b>(i) explaining</b> |

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|    |                              | T: 'Are you kidding?' <b>But the way they express the compliment should be natural (j) tidak naik. Jangan terlalu serius. I want you to be natural. (k)</b>   |                    |     |     | √<br>√                |     |   | (j) suggesting<br>(k) wishing   |
| 18 | T-2/CR/<br>04.09.14<br>/7/18 | <p>T: It's O.K. Class, <b>the other student speak to your friend. (b)</b></p> <p>.... (Two male students practiced a dialogue)</p> <p>T: <b>Hey you must be careful if your friend says you're handsome (c) (laughing).</b></p> <p>S: (laughing)</p> <p>T: <b>It's natural. (d) Dinormalkan lagi ya Mas Mike. 'Bagus banget arloji kamu.'</b></p> <p>.... (Two students repeated the dialogue)</p> <p>T: O.K. Sudah? <b>Good. (e) Be expressive, class. I want you to be expressive, not so formal. (f) You do it just the way you get in touch with your friends as usual just in a break time. So just not the kind of formal way. (g) And then you once more please. (h)</b></p> <p>.... (Two students repeated the dialogue)</p> <p>T: <b>Thank you. (i) Big applause. (j)</b></p> <p>.... (Students clapped their hands)</p> <p>T: <b>So, from those volunteers you have the way to express in English culture and from now on you can express based on the situation. (k)</b></p> |                    | √   | √   | √<br>√<br>√<br>√<br>√ |     | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of X MIA 1<br/> <b>S:</b> classroom<br/> <b>T:</b> discussion of students' speaking performance</p> <p>Again, two students performed a speaking dialogue. The teacher gave some comments on their inappropriateness of the use of the language. She wanted that students to be more natural. Consequently, she ordered him to practice the dialogue again.</p> | <p>(a) commanding</p> <p>(b) joking</p> <p>(c) stating an opinion</p> <p>(d) complimenting</p> <p>(e) commanding</p> <p>(f) suggesting</p> <p>(g) requesting</p> <p>(h) thanking</p> <p>(i) complimenting</p> <p>(j) explaining</p> |

| No | Code                         | Dialogues  | Illocutionary Acts |     |     |     |     | Context  | Function  |
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|    |                              |  | Dec                | Rep | Exp | Dir | Com |  |   |
| 19 | T-2/CR/<br>04.09.14<br>/8/19 | <p>T: <b>Then, now beside expressing compliments, actually we still have the other one. (a) Usually when we are not in a good condition when your friend’s not in good condition and unhappy or sad, so of course you show cares or show. (b)</b></p> <p>S: Symphaty</p> <p>T: Symphathy. <b>In what situation you express this? (c)</b></p> <p>S: (<i>silent</i>)</p> <p>T: Badmood, sad, gloomy. Right. And then what do usually do when you heard this someone else feels unhappy of get accident have bad scores for a test and then other sitation that tends to be bad. <b>What do you usually say to other people in this kind of condition? (d)</b></p> <p>S: Symphathy</p> <p>T: Symphathy. <b>Could you give me examples? (e)</b></p> <p>S: Take a pity</p> <p>T: <b>Take a pity? (f)</b></p> <p><b>O.K. The sympathy is close to our. So you must have culture awareness. (g)</b></p> <p><b>Both expressions are different, so I’ll give you all together sympathy and compliments (h).</b></p> |                    | √   |     |     |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of X MIA 1<br/><b>S:</b> classroom<br/><b>T:</b> discussion of expression of sympathy</p> <p>Having finished the discussion of expression of giving compliments, the teacher moved the topic to another. She started to discuss the expressions of giving sympathy in English. She provided some situation related to the expression of sympathy in English.</p> | <p><b>(a) informing</b></p> <p><b>(b) explaining</b></p> <p><b>(c) questioning</b></p> <p><b>(d) questioning</b></p> <p><b>(e) requesting</b></p> <p><b>(f) stating surprise</b></p> <p><b>(g) explaining</b></p> <p><b>(h) promising</b></p> |

| No | Code                         | Dialogues  | Illocutionary Acts |     |     |     |     | Context   | Function  |
|----|------------------------------|--|--------------------|-----|-----|-----|-----|---|---|
|    |                              |  | Dec                | Rep | Exp | Dir | Com |   |   |
| 20 | T-2/CR/<br>04.09.14<br>/8/20 | <p><b>T: Now we go to expressing sympathy.</b></p> <p><b>(a)</b> The situation is like this. When you took a walk in Malioboro street then your friend told you that “ Oh what is this. My wallet’s lost.” And then you say “ Are you sure?” Yes lost. And then what will you say then?</p> <p>S: I’m sorry to hear that</p> <p><b>T: What else? (b)</b></p> <p>S: Borrow my money</p> <p><b>T: ‘You can borrow my money.’ It’s the solution. But the expression coming out from your that I want to hear first from you actually (c)</b></p> <p>I’m sorry to hear that. <i>Kok bisa? What is ‘kok bisa?’ (d)</i></p> <p><b>T: ‘How come? How can? A little bit surprise. How can it be? Kok bisa? I don’t know’</b></p> <p><b>‘Are you sure? Kan? Ya pa? Kau yakin hilang.</b></p> <p>Are you sure?’ <b>What else? (e)</b></p> <p><b>‘Oh my God.’ It can be.</b></p> <p><b>And then followed by? And then we come to the recommendation, solution.</b></p> <p><b>‘Yuk kita lapor polisi.’ Bisa saja. ‘Why don’t we go to the police station to report this accident?’ (f)</b></p> |                    | √   |     |     |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of X MIA 1<br/><b>S:</b> classroom<br/><b>T:</b> discussion of procedure of expressing sympathy</p> <p>The teacher continued the discussion of the previous topic. She gave a situation of conversation, that someone had her wallet stolen in Malioboro. Then she explained the steps of uttering the expressions of sympathy based on the given situations.</p> | <p><b>(a) informing</b></p> <p><b>(b) questioning</b></p> <p><b>(c) explaining</b></p> <p><b>(d) questioning</b></p> <p><b>(e) questioning</b></p> <p><b>(f) explaining</b></p> |

| No | Code                  | Dialogues  | Illocutionary Acts |     |     |     |     | Context   | Function  |
|----|-----------------------|--|--------------------|-----|-----|-----|-----|---|---|
|    |                       |  | Dec                | Rep | Exp | Dir | Com |   |   |
|    |                       | So, in expressing symphathy the most important thing is that the first response comes from your mouth considering condition or situation and then followed by blablabla O.K supporting your expressing of symphaty (g)   |                    | √   |     |     |     |   | (g) explaining  |
| 21 | T-2/CR/04.09.14 /9/21 | T: Now, I give you some situations with the expressions and response ya. (a) There's two students Nina and Dina...eh Nina and Dino. Nina's father... He has been dismissed from his job. What is dismiss? (b) S: Dipecat<br>T: Ya, dipecat. And then your friend's sad. So you can start with 'Dino you look so sad what's wrong with you.' And then Dino say that 'Mmm you know that my father... my father has been dismissed from the job'. And then your answer is? (c) First, the first thing that you say is 'Oh my God.' Really? Is that true? Are you sure?' And then? (d) S: Symphaty<br>T: 'You have my symphathy.' What else? (e) S: 'Poor you'<br>T: Don't say 'Poor you' 'Poor you' It is Indonesian style. (f) Kasian deh, Lu<br>S: (laughing) |                    | √   |     | √   | √   | P1: English teacher<br>P2: students of X MIA 1<br>S: classroom<br>T: discussion of procedure of expressing sympathy<br><br>Continueing the previous session, the teacher provided and explained another situation in expressing sympathy in English. She gave an example of someone whose father had been dismissed from his job. | (a) informing<br><br>(b) questioning<br><br>(c) questioning<br><br>(d) questioning<br><br>(e) questioning<br><br>(f) forbidding |

| No | Code                         | Dialogues  | Illocutionary Acts |            |     |     |                        | Context   | Function                                     |
|----|------------------------------|--|--------------------|------------|-----|-----|------------------------|---|--|
|    |                              |  | Dec                | Rep        | Exp | Dir | Com                    |   |  |
| 22 | T-2/CR/<br>04.09.14<br>/9/22 | T: So, in making the expression of symphathy usually it is started with ‘Oh my God. Are you sure? Are you serious? How can?’ And then followed by the expression of symphathy ‘You have my symphathy.’ And then the answer is ‘Thank you.’ And then followed by the next utterances. I think you say ‘It is the God’s destiny. You still have some spirits to motivate your father to make another job.’ So, followed by some suggestions or recomendations. This is the procedure of how to express symphathy. (a) Then I think in expressing symphathy it is like in Indonesian expression. (b) ‘Kamu sedih kenapa?’ ‘Anu e nilaiku tu matematika mosok dapat 4. Lho kok bisa sih?’<br>S: (silent) |                    | √<br><br>√ |     |     |                        | <b>P1:</b> English teacher<br><b>P2:</b> students of X MIA 1<br><b>S:</b> classroom<br><b>T:</b> discussion of procedure of expressing sympathy<br><br>Having discussed the expression of giving sympathy and their resposes, the teacher summarized several important points in relation with the procedures of expressing sympathy. | (a) explaining<br><br>(b) stating an opinion |
| 23 | T-2/CR/<br>04.09.14<br>/9/23 | .... (School bell rang)<br>T: O.K class, now for coming week, I’ll give you by the end of the session, <i>setelah jam ke-8 kalian mungkin...</i> (...after 8th session perhaps) you can bring your book. (a) First make expression of compliment and then followed by the expression of symphathy, two dialogs. And underline the utterances (b)   |                    |            |     |     | √<br><br><br><br><br>√ | <b>P1:</b> English teacher<br><b>P2:</b> students of X MIA 1<br><b>S:</b> classroom<br><b>T:</b> closing the lesson<br><br>The school bell rang. The teacher informed the homework and instructed next task for the next meeting. Finally, she closed   | (a) promising<br><br>(b) commanding          |



| No | Code | Dialogues   | Illocutionary Acts |     |        |     |     | Context                            | Function  |
|----|------|---|--------------------|-----|--------|-----|-----|------------------------------------|---|
|    |      |   | Dec                | Rep | Exp    | Dir | Com |                                    |   |
|    |      | <b>O.K. Class thank you very much for now. (c) Do your task. (d) See you next week. (e) Assalamualaikum wr wb.</b><br><i>S: Walaikumsalam wr. Wb.</i> |                    |     | √<br>√ | √   |     | the lesson and left the classroom. | <b>(c) thanking</b><br><b>(d) commanding</b><br><b>(e) leave-taking</b> |

## DATA SHEET 3

## Notes

T-3 : number of transcript  
ZF : teacher's name initial  
06.09.14 : date of datum  
1 : page of transcript  
2 : number of datum in data sheet

T : English teacher  
S : student

**P** : participant  
**S** : setting  
**T** : topic

**Dec** : declaratives  
**Rep** : representatives  
**Exp** : expressives  
**Dir** : directives  
**Com** : commissives

| No | Code                        | Dialogues  | Illocutionary Acts |     |     |     |     | Context  | Function  |
|----|-----------------------------|--|--------------------|-----|-----|-----|-----|--|---|
|    |                             |  | Dec                | Rep | Exp | Dir | Com |  |   |
| 1  | T-3/<br>ZF/06.0<br>9.14/1/1 | <p><b>T: Morning (a)</b><br/> <b>Ss: Morning, Sir</b><br/> <i>(A student suddently entered the classroom)</i><br/> <b>T: May... May....</b><br/> <b>S: Mmmm...</b><br/> <b>T: May I... Apa?</b><br/> <b>S: Join the class.</b><br/> <b>T: May I join the class please.</b><br/> <b>S: May I join the class please.</b><br/> <b>T: Please do. (b)</b></p> |                    |     | √   |     |     | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of XI MIA 1<br/> <b>S:</b> classroom<br/> <b>T:</b> opening of the lesson</p> <p>English teacher entered the class. He sat on the chair and greeted the students. But suddenly, a late student entered the classroom. The teacher then asked her to ask for permission in English before. However, that student forgot the expression. The teacher helped her. After she was able to express it , the teacher permittted her to join the class.</p> | <p><b>(a) greeting</b></p> <p><b>(b) permitting</b></p> |



| No | Code                        | Dialogues   | Illocutionary Acts |     |     |     |     | Context  | Function    |
|----|-----------------------------|---|--------------------|-----|-----|-----|-----|--|-------------|
|    |                             |   | Dec                | Rep | Exp | Dir | Com |  |             |
|    |                             |   |                    |     |     |     |     | collect the money to copy the materials.   |             |
| 4  | T-3/<br>ZF/06.0<br>9.14/1/4 | <p><b>T: O.K. I remind you, two people, two students. Handayani you must do all the work like the other friends. Mereka belum pernah masuk pelajaran saya. Anda ingin tertinggal apa tidak? Kalau tidak mau tertinggal berarti you must do like other friends ya. Kalu tidak sama berarti Anda tertinggal sebab Anda belum pernah masuk Bahasa Inggris. Bukan berarti Anda kegiatan terus Anda tidak perlu Bahasa Inggris. Bukan. Tugas Anda di sini kan belajar. You study and yang tugas sekolah itu tambahan. Termasuk yang tidak masuk kemari Mbak Tristi. Nanti saya cek. I want to check your work: task 1, task 2, and other.... Kalau ingin pinter ya harus berlatih. Kalau malas ya...</b></p> |                    |     |     |     | √   | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of XI MIA 1<br/> <b>S:</b> classroom<br/> <b>T:</b> reminding the two students never joining the class to collect all their tasks</p> <p>Teacher reminded two students who had never joined the English class to do all tasks as the others did. The teacher reminded them that their primary job in school was studying, not merely joining extracurricular activities. He then promised to check all the tasks they had not done.</p> | threatening |

| No | Code                        | Dialogues  | Illocutionary Acts |     |     |     |     | Context   | Function   |
|----|-----------------------------|--|--------------------|-----|-----|-----|-----|---|--|
|    |                             |  | Dec                | Rep | Exp | Dir | Com |   |  |
| 5  | T-3/<br>ZF/06.0<br>9.14/2/5 | T: <b>Today we have homework (a) ... Opinion number one up to number? How many? (b)</b><br>S: Five<br>T: <b>What page? (c)</b><br>Number one. <i>Apa?</i> <b>Ardiyanto, number one? (d)</b><br>S: ....<br>T: <b>Number four? (e)</b><br>S: Wearing earing for male students.<br>T: <i>Apa?</i> O.K. Wearing earing for male students. <b>Number five? (f) ....</b> Wearing short skirts for female students.   |                    | √   |     | √   | √   | <b>P1:</b> English teacher<br><b>P2:</b> students of XI MIA 1<br><b>S:</b> classroom<br><b>T:</b> reviewing the students' homework<br><br>The teacher started the lesson by reviewing the homework. It was about expressing opinion. Then, the teacher asked the students one by one to read aloud their answers of the homework they had done. | (a) <b>informing</b><br><br>(b) <b>questioning</b><br><br>(c) <b>questioning</b><br><br>(d) <b>questioning</b><br><br>(e) <b>questioning</b><br><br>(f) <b>questioning</b> |
| 6  | T-3/<br>ZF/06.0<br>9.14/2/6 | T: O.K <b>You give opinion. What you must do here – There are three acts. Next you ask opinion. (a) Then, second? (b)</b><br>S: Disagree.<br>T: <b>O.K. Disagree. Disagree on the first idea.... First you ask opinion. Second you give opinion.</b> Everyone?<br><b>This part is not ‘agree and disagree’. This is your opinion. Once again. So agree and disagree you use in my opinion, in my mind, to my mind. (c)</b><br><i>Ya ta?</i><br>S: According... |                    | √   |     | √   |     | <b>P1:</b> English teacher<br><b>P2:</b> students of XI MIA 1<br><b>S:</b> classroom<br><b>T:</b> discussing the expression of asking and giving opinion<br><br>The teacher then informed the students about the next task: asking and giving opinion. There were three acts to discuss. The teacher then explained each act.                   | (a) <b>informing</b><br>(b) <b>questioning</b><br><br><br><br><br><br><br><br><br>(c) <b>explaining</b>  |

| No | Code                        | Dialogues  | Illocutionary Acts |     |     |     |     | Context   | Function                                    |
|----|-----------------------------|--|--------------------|-----|-----|-----|-----|---|---|
|    |                             |  | Dec                | Rep | Exp | Dir | Com |   |   |
|    |                             | T: <b>According to me. This is the second, not agree or disagree. (d)</b><br>..... ( <i>Students did the task</i> )  |                    | √   |     |     |     |   | (d) explaining                              |
| 7  | T-3/<br>ZF/06.0<br>9.14/2/7 | ( <i>Some students knocked the door</i> )<br>S: May I join the class?<br>T: <b>Please do. (a)</b><br>( <i>Some students give out the printed material</i> )<br>T: <i>Coba ya. This is asking opinion. Yang ini in my opinion. Itu penggabungan antara good dan not good terus diberikan reason-nya. So you must give the reason. First you give the idea reason: I think..... (b)</i><br><br>..... ( <i>Another teacher suddenly entered the classroom in order to give new school uniform patches for the students</i> )..... |                    | √   |     | √   |     | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of XI MIA 1<br/> <b>S:</b> classroom<br/> <b>T:</b> discussing the expression of asking and giving opinion</p> <p>Some students who were ordered to copy the material finished their job. They knocked the door, entered the class, asked for permission, and gave all the print out materials to their friends. Next, the teacher explained the materials about asking opinion and giving opinion and the reason. He wrote some points on the whiteboard.</p> | <p>(a) permitting</p> <p>(b) explaining</p> |

| No | Code                        | Dialogues   | Illocutionary Acts |            |     |            |     | Context   | Function   |
|----|-----------------------------|---|--------------------|------------|-----|------------|-----|---|--|
|    |                             |   | Dec                | Rep        | Exp | Dir        | Com |   |  |
| 8  | T-3/<br>ZF/06.0<br>9.14/2/8 | <p>T: .....<i>Pakai wish?</i><br/>S: <i>Tidak terjadi.</i><br/>T: <i>Kalau hope? Bisa ya atau tidak.</i> O.K.<br/><b>Look at you book page fifty four. (a)</b> Fifty four. Your book fifty four. <b>Come on. Fifty four. Come on. (b)</b> Hopes and dreams.<br/><i>(Reading the passage)</i> 'Hopes are something we want to happen.' <i>Sesuatu yang mungkin terjadi.</i> And we work hard to make it happen. <i>Dan kita bekerja keras untuk mewujudkannya.</i> But we are not sure. <i>Kita nggak yakin...</i> whether it will happen or not and sometimes we cannot do for it. <i>Tidak bisa berbuat apa-apa.</i><br/><b>Hopes and dreams have future intention. It is according to Benn. (c)</b><br/><b>Look at the example (d).</b> 'I am hoping for good weather tomorrow. Hope plus for plus noun phrases. Frase kata benda. Good weather tomorrow. Number two 'I'm hoping for a good grade in English.' 'Good grade.' <b>What is good grade? (e)</b><br/>S: <i>Nilai yang baik</i></p> |                    |            |     | √<br><br>√ |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of XI MIA 1<br/><b>S:</b> classroom<br/><b>T:</b> discussion of expressions of hopes and dreams in the textbook</p> <p>Teacher opened the textbook. He also ordered the students to open and read their textbook. Next, the teacher explained the topic about expressions of hopes and dreams while the students paid attention the textbook.</p> | <p>(a) <b>commanding</b><br/>(b) <b>encouraging</b></p> <p>(c) <b>explaining</b><br/>(d) <b>commanding</b></p> <p>(e) <b>questioning</b></p> |
| 9  | T-3/<br>ZF/06.0<br>9.14/3/9 | <p>T: <b>O.K, next another example. (a)</b> 'I want to become a doctor.' 'Want' <i>hampir sama dengan</i> 'hope'. 'I am hoping', ya. 'Hoping to finish all my work.' <i>Menyelesaikan.</i> 'I hope I will realize. I hope that I will always be honest.' (b)</p>  |                    | √<br><br>√ |     |            |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of XI MIA 1<br/><b>S:</b> classroom<br/><b>T:</b> discussion of other examples of expressions of hope and want</p>  | <p>(a) <b>informing</b><br/>(b) <b>explaining</b></p>  |

| No | Code                             | Dialogues   | Illocutionary Acts |     |     |     |     | Context  | Function  |
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|    |                                  |   | Dec                | Rep | Exp | Dir | Com |  |   |
|    |                                  | <b>What is honest? (c)</b><br>S: <i>Jujur</i><br>T: 'I hope that I will never lie.' <b>What is never lie? (d)</b><br>S: <i>Tidak bohong.</i><br>T: <b>'I hope that I will never smoke?'</b> (e)<br>S: <i>Tidak pernah merokok.</i><br>T: <i>Kalau tidak merokok</i> smoke cigar. I want to...   |                    |     |     | √   |     | The teacher provided the students other example of expression of hopes. He read the example in the textbook. He explained the differences and similarities between 'want' and 'hope'.. He then explained the use of 'hope' Teacher and students then discussed the meaning of examples in the textbook.  | <b>(c) questioning</b><br><br><b>(d) questioning</b><br><br><b>(e) questioning</b>  |
| 10 | T-3/<br>ZF/06.0<br>9.14/4/1<br>0 | T: <b>Another example is on your copy. There are two ya. Hopes and wishes. (a)</b><br><i>Tapi hanya hope saja. Sekarang, let's go. Hope and wish. 'We use I hope when there is a good chance.'</i> (c) Good chance. <b>Chance? (d)</b><br>S: Kesempatan<br>T: Kesempatan. <b>...that something might happen. Yang mungkin terjadi. You can say... Example This cake will turn out. (d)</b> <i>Ini maknanya</i> the cake may turn out. Cake <i>nya bisa</i> . I hope this cake will turn out. <i>Ini salah. Kenapa? Pakai</i> will. <i>Setelah</i> hope <i>jangan pakai</i> will, <i>pakai</i> present. <b>Don't use will. We use present. (e)</b> <i>Ini maknanya</i> will <i>namun ungapannya</i> <i>nggak pakai</i> will. |                    | √   |     |     |     | <b>P1:</b> English teacher<br><b>P2:</b> students of XI MIA 1<br><b>S:</b> classroom<br><b>T:</b> information about the next exercise and the homework to do<br><br>The teacher informed the students that they had to do the next exercise. While the students were doing their task, the teacher found the some mistakes of expression of hope. He explained the reason of mistakes to all the students. | <b>(a) informing</b><br><br><b>(b) explaining</b><br><b>(c) questioning</b><br><br><br><b>(d) explaining</b><br><br><br><b>(e) forbidding</b> |



| No | Code                             | Dialogues  | Illocutionary Acts |     |     |     |     | Context   | Function   |
|----|----------------------------------|--|--------------------|-----|-----|-----|-----|---|--|
|    |                                  |  | Dec                | Rep | Exp | Dir | Com |   |  |
| 11 | T-3/<br>ZF/06.0<br>9.14/4/1<br>1 | T: <b>Next exercise A. You do number 1, 2, 3, 4, and 5. The rests are for your homework. (a)</b><br>..... ( <i>Students did their task</i> )<br>T: Mistakes. <b>Do you know mistakes? (b)</b><br>S: <i>Kesalahan.</i>  |                    | √   |     | √   |     | <b>P1:</b> English teacher<br><b>P2:</b> students of XI MIA 1<br><b>S:</b> classroom<br><b>T:</b> information about the next excercise and the homework<br><br>The teacher instructed the students to do the next exercise. While they were doing their task, the teacher found the word 'mistakes' in the answer. Then, he asked the students what 'mistakes' means. | <b>(a) informing</b><br><br><b>(b) questioning</b> |
| 12 | T-3/<br>ZF/06.0<br>9.14/4/1<br>2 | T: <b>OK now, number six to number five for your homework. (a)</b><br>S: Number six to?<br>T: <b>Number six to fifteen. Number six to fifteen. This is for your homework. Now let's continue. Part B... B. This is the opposite. Exercise A, you try to give the meaning. Exercise B you try to.. to make a hope. (b) Membuat harapan.</b> |                    | √   |     |     |     | <b>P1:</b> English teacher<br><b>P2:</b> students of XI MIA 1<br><b>S:</b> classroom<br><b>T:</b> explanation about the homework to do<br><br>The teacher then continued the discussion of the materials. He informed the students that number 6-15 would be their homework   | <b>(a) informing</b><br><br><b>(b) informing</b>   |

| No | Code                             | Dialogues  | Illocutionary Acts |     |     |     |     | Context  | Function   |
|----|----------------------------------|--|--------------------|-----|-----|-----|-----|--|--|
|    |                                  |  | Dec                | Rep | Exp | Dir | Com |  |  |
|    |                                  |  |                    |     |     |     |     | before teacher moved to the next materials.  |  |
| 13 | T-3/<br>ZF/06.0<br>9.14/5/1<br>3 | <p><b>T: Example number one (a):</b> You are already to go to bed. I hope.... <i>apa?</i><br/> <b>S:</b> I hope a nice sleep.<br/> <b>T: I hope... pakai to.... I hope to sleep. I hope that I sleep. (b)</b><br/> <b>S:</b> I hope that I sleep.<br/> <b>T: I hope... Pakai that... I hope that I have nice sleep. I have that I get better tomorrow. (c)</b> <i>Apa kira-kira?</i><br/> <b>S:</b> Sehat.<br/> <b>T:</b> Sehat. After...<br/> <b>S:</b> wake up<br/> <b>T: Wake up or get up? What is the difference? (d)</b> <i>Apa? Orang Jawa nggomong aku mau esuk jam 4 wis tangi ning durung tangi. Tangi ning rung tangi. Wake up means you open your? (e)</i><br/> <b>S:</b> Eyes<br/> <b>T:</b> ... eyes. <b>Get up means you leave your bed. Wake up. Get up. Bahasa Jawanya sama, Aku wis tangi ning rung tangi. (f)</b></p> |                    | √   |     |     |     | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of XI MIA 1<br/> <b>S:</b> classroom<br/> <b>T:</b> discussion the use of 'hope'</p> <p>The teacher gave some other examples of using expressions of hope as written in the textbook. In addition, he and the students discussed the difference between 'wake up' and 'get up'. The students paid attention and they also gave feedback on the teacher's explanation.</p> | <p><b>(a) informing</b></p> <p><b>(b) explaining</b></p> <p><b>(c) explaining</b></p> <p><b>(d) questioning</b></p> <p><b>(e) questioning</b></p> <p><b>(f) explaining</b></p> |
| 14 | T-3/<br>ZF/06.0<br>9.14/5/1<br>4 | <p><b>T: What else? (a)</b> I hope to get a nice day.<br/> <b>S:</b> I hope I get nightmare.<br/> <b>T: Anda jangan pakai ini nightmare, ya. Don't use nightmare. (b)</b> <i>Apa nightmare?</i></p>  |                    |     |     | √   | √   | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of XI MIA 1<br/> <b>S:</b> classroom<br/> <b>T:</b> discussion of the use of 'hope'</p>   | <p><b>(a) questioning</b></p> <p><b>(b) forbidding</b></p>   |

| No | Code                             | Dialogues  | Illocutionary Acts |     |     |     |     | Context   | Function  |
|----|----------------------------------|--|--------------------|-----|-----|-----|-----|---|---|
|    |                                  |  | Dec                | Rep | Exp | Dir | Com |   |   |
|    |                                  | <p>S: <i>Mimpi buruk</i></p> <p>T: <i>Mimpi buruk</i>. Last night if you... a lion eats you. <b>What does it mean? A lion eats you? (c)</b></p> <p>S: <i>(silent)</i></p> <p>T: <b>A lion eats you means you get a boyfriend. You will get a girlfriend. (d)</b> <i>Mimpi dicokot ular. What does it mean? What does it mean? Is it good or not? (e) Digigit ular apa?.</i></p> <p>S: Bitten by snake.</p> |                    |     |     | √   |     | <p>The teacher gave another example of using hope. A student jokingly says 'I hope I get nightmare'. Knowing it, the teacher then corrected him and said it was not appropriate. Additionally, the teacher even asks the students about the meaning of the dream. It was related the Javanese tradition in interpreting someone's dream whether it was good or bad. The teacher explained several astrological interpretations of dreams in Javanese tradition.</p> | <p>(c) questioning</p> <p>(d) explaining</p> <p>(e) questioning</p> |
| 15 | T-3/<br>ZF/06.0<br>9.14/5/1<br>5 | <p>T: O.K. <b>Now, do number 2, 3, 4.</b> Number 1 what is your hope.... Try to have two. ....<br/>(<i>The teacher leaves the class. Students do the task</i>)</p>   |                    |     |     | √   |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of XI MIA 1<br/><b>S:</b> classroom<br/><b>T:</b> instruction of the task to do</p> <p>The teacher instructed the students to do the exercise in the textbook. Then, he left the class while students were doing their tasks.</p>   | commanding  |

| No | Code                             | Dialogues  | Illocutionary Acts |        |     |     |     | Context  | Function   |
|----|----------------------------------|--|--------------------|--------|-----|-----|-----|--|--|
|    |                                  |  | Dec                | Rep    | Exp | Dir | Com |  |  |
| 16 | T-3/<br>ZF/06.0<br>9.14/6/1<br>6 | <p>T: Next number: 'I hope there are more hours in a day.' <i>Saya harap ada jam tambahan dalam sehari. There are 24 hours a day (a) Kita harap ada lebih dari 24 jam. It's impossible. (b) 'I wish I studied something more practical.' Belajar sesuatu yang lebih praktis. Berarti artinya apa?</i></p> <p>S: <i>(silent)</i></p> <p>T: <i>Berarti artinya I don't study something practical. Walaupun past maknanya present. ... O.K.</i></p> |                    | √<br>√ |     |     |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of XI MIA 1<br/><b>S:</b> classroom<br/><b>T:</b> discussing of the use of wish for something not happens</p> <p>The teacher entered the class. He continued the explanation of the use of wish. He discussed the materials in the next number. It was about the use of wish to be expressed related to something impossible to happen. Also, the teacher explained the use of tense in terms of factual meaning of expressing wish.</p> | <p><b>(a) stating a fact</b><br/><b>(b) stating an opinion</b></p> |
| 17 | T-3/<br>ZF/06.0<br>9.14/6/1<br>7 | <p><i>(Bell rang)</i></p> <p>T: O.K.Lets' continue later. See you next week. <i>Wassalamualaikum wr wb.</i></p> <p>S: <i>Walaikumsalam wr wb</i></p>   |                    |        | √   |     |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of XI MIA 1<br/><b>S:</b> classroom<br/><b>T:</b> closing the lesson</p> <p>The school bell rang, the teacher finished the lesson for today</p>  | <p><b>leave-taking</b></p>   |

|          |                                 |   |                   |   |               |     |                   |
|----------|---------------------------------|---|-------------------|---|---------------|-----|-------------------|
| T-4      | : number of transcript          | T | : English teacher | P | : participant | Dec | : declaratives    |
| KW       | : teacher's name initial        | S | : student         | S | : setting     | Rep | : representatives |
| 03.09.14 | : date of datum                 |   |                   | T | : topic       | Exp | : expressives     |
| 1        | : page of transcript            |   |                   |   |               | Dir | : directives      |
| 2        | : number of datum in data sheet |   |                   |   |               | Com | : commissives     |

| No | Code                            | Dialogues  | Illocutionary Acts |     |     |     |     | Context   | Function   |
|----|---------------------------------|--|--------------------|-----|-----|-----|-----|---|--|
|    |                                 |  | Dec                | Rep | Exp | Dir | Com |   |  |
| 1  | T-4/<br>KW/03.<br>09.14/1/<br>1 | <p><b>T: Good morning everybody. (a)</b><br/>Ss: Good morning<br/>T: <i>Assalamualaikum wr wb</i><br/>Ss: <i>Walaikum salam wr. wb.</i><br/><b>T: How are you today? (b)</b><br/>Ss: I'm fine and you?<br/>T: Very happy. <b>Are you happy now? (c)</b><br/>Ss: Yes.<br/><b>T: Why happy? (d)</b><br/>Ss: Because....<br/><b>T: Why? Because of your father or your mother gave you a lot of pocket money? (f)</b><br/>Ss: No<br/>T: <b>No? (g)</b> Yes. Sometimes yes sometimes no.</p> |                    |     | √   |     |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of X IIS 2<br/><b>S:</b> classroom<br/><b>T:</b> opening the lesson</p> <p>It is 07.15 a.m. The teacher entered the class, greeted the students, and asked for students' condition. They replied that they were happy. The teacher asked for the reason of the students' feeling.</p> | <p>(a) <b>greeting</b></p> <p>(b) <b>questioning</b></p> <p>(c) <b>questioning</b></p> <p>(d) <b>questioning</b></p> <p>(e) <b>questioning</b></p> <p>(f) <b>questioning</b></p> |

| No | Code                            | Dialogues  | Illocutionary Acts |     |     |     |     | Context  | Function  |
|----|---------------------------------|--|--------------------|-----|-----|-----|-----|--|---|
|    |                                 |  | Dec                | Rep | Exp | Dir | Com |  |   |
| 2  | T-4/<br>KW/03.<br>09.14/1/<br>2 | <p>T: Alright. O.K. <b>I think I gave you some assignments to collect to make a home recording. (a) Have you finished doing? (b)</b></p> <p>Ss: No.</p> <p>T: <b>Why not?(c)</b></p> <p>Ss: Nothing. Busy.</p> <p>T: Very very busy. <b>So, would you please collect it if you are finishing? (d) You can revise you can record if you have. You haven't. (e)</b></p> <p>Ss: Yes</p>   |                    | √   |     | √   |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of X IIS 2<br/><b>S:</b> classroom<br/><b>T:</b> discussion of homework done by the students: recording a speaking dialogue</p> <p>Th teacher reminded the students about the homeworks he gave in previous meeting. The homework was recording a dialogue. A lot of students had not done it, so the teacher asked them to create it again.</p> | <p><b>(a) informing</b><br/><b>(b) questioning</b><br/><b>(c) questioning</b><br/><b>(d) requesting</b><br/><b>(e) suggesting</b></p> |
| 3  | T-4/<br>KW/03.<br>09.14/1/<br>3 | <p>S: <i>Ditulis nggak, Pak?</i></p> <p>T: <i>Skripnya. Ditulis skripnya nggak apa-apa. The recording is O.K. But I hope you make a very good dialog a very good script very good pronunciation intonation. (a) So, I told you that you can consult me before recording. If necessary you can consult me. So, I gave you sixteen minutes to finish. (b) Please finish in sixty minutes and later on please collect to me, right? especially the recording, and if you haven't written down the script.</i></p> |                    |     |     | √   |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of X IIS 2<br/><b>S:</b> classroom<br/><b>T:</b> procedure of creating the recording</p> <p>The teacher explained the procedure of making the recording for the students who had not submitted it.</p>   | <p><b>(a) wishing</b><br/><b>(b) suggesting</b></p>   |

| No | Code                            | Dialogues  | Illocutionary Acts |     |     |     |     | Context  | Function   |
|----|---------------------------------|--|--------------------|-----|-----|-----|-----|--|--|
|    |                                 |  | Dec                | Rep | Exp | Dir | Com |  |  |
|    |                                 | <b>please write the it first and then practice it and then record it. (c)</b>  |                    |     |     | √   |     |  | <b>(c) commanding</b>  |
| 4  | T-4/<br>KW/03.<br>09.14/1/<br>4 | S: <i>Pak, cari tempat yang nggak berisik boleh?</i><br>T: O.K. <b>You can find a quiet place to record your dialogue. (a)</b> Fifteen minutes. Remember right fifteen minutes. <b>If you finish you can collect, submit to me. (b)</b><br>S: <i>Pak, satu kelas dalam 1 flashdisk atau satu kelompok?</i><br>T: No. O.K.<br>..... <i>(Students discussed the dialogue)</i>  |                    |     |     | √   | √   | <b>P1:</b> English teacher<br><b>P2:</b> students of X IIS 2<br><b>S:</b> classroom<br><b>T:</b> procedure of making the recording<br><br>Some student ask for permission to do their tasks recording a dialogue.  | <b>(a) permitting</b><br><br><b>(b) suggesting</b>   |
| 5  | T-4/<br>KW/03.<br>09.14/2/<br>5 | T: <b>Do you have any remotes please? (a)</b> No? <b>Get me a stick (b)</b><br><i>(A student turned on the projector)</i><br>T: O.K. <b>Be careful. Be careful. (c)</b> Watch out.<br>S: <i>(asking something unclear)</i><br>T: <b>Pardon? Do you ask me? (d)</b> <b>You have finish you can collect. Through bluetooth is O.K but wait a minute please. (e)</b><br>T: <b>Wait a minute. Please sit down first. (f)</b> |                    | √   |     | √   | √   | <b>P1:</b> English teacher<br><b>P2:</b> students of X IIS 2<br><b>S:</b> classroom<br><b>T:</b> turning on the LCD display<br><br>The teacher wanted to turn on the LCD projector but he could not find any remotes. Therefore, he asked the students. A students then stood on the chair, turning on the projector using a stick | <b>(a) questioning</b><br><b>(b) commanding</b><br><br><b>(c) warning</b><br><br><b>(d) questioning</b><br><br><b>(e) informing</b><br><b>(f) commanding</b> |

| No | Code                            | Dialogues   | Illocutionary Acts |     |     |     |     | Context   | Function  |
|----|---------------------------------|---|--------------------|-----|-----|-----|-----|---|---|
|    |                                 |   | Dec                | Rep | Exp | Dir | Com |   |   |
| 6  | T-4/<br>KW/03.<br>09.14/2/<br>6 | <p>T: <i>Sudah ya? Is it clear?</i> (a) The picture is clear. The pictures are good enough, I think. Funny perhaps. (b) What do you think about the pictures? (c) For the students who have finished please look at the picture. (d) O.K Now. What do you think about the picture? What do you think? (e)</p> <p>Ss: Cartoon</p> <p>T: <b>Cartoon. Yes. O.K.</b> (f) About the color? What do you think? (g)</p> <p>Ss: Bold</p> <p>T: Yes. <b>Do you think is the picture for you, or for your younger brother, or sister? It is for adult or child or kids.</b> (h)</p> <p>Ss: Kids</p> <p>T: <b>O.K. Kids.</b> (i) No matter what the picture is for you but please while waiting for your friends, write a sentence for each picture. Write a sentence. (j) You can also discuss with your friend and I think you have some keywords in the top (k) Come on (l) Please read aloud together. (m)</p> <p>Ss: <i>(repeating)</i></p> <p>T: O.K. <b>Please write one sentence for each picture.</b> (n)</p> |                    | √   |     | √   |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of X IIS 2<br/><b>S:</b> classroom<br/><b>T:</b> discussion of the pictures</p> <p>The pictures had been presented. The teacher and the students then discussed the pictures. The teacher asked the description to the students. He asked them to write the descriptive sentence of the pictures.</p> | <p>(a) questioning</p> <p>(b) stating an opinion</p> <p>(c) questioning</p> <p>(d) commanding</p> <p>(e) questioning</p> <p>(f) agreeing</p> <p>(g) questioning</p> <p>(h) questioning</p> <p>(i) agreeing</p> <p>(j) commanding</p> <p>(k) suggesting</p> <p>(l) encouraging</p> <p>(m) commanding</p> <p>(n) commanding</p> |



| No | Code                            | Dialogues  | Illocutionary Acts |     |     |        |     | Context   | Function  |
|----|---------------------------------|--|--------------------|-----|-----|--------|-----|---|---|
|    |                                 |  | Dec                | Rep | Exp | Dir    | Com |   |   |
| 7  | T-4/<br>KW/03.<br>09.14/2/<br>7 | <p>(Teacher checked students which were doing their task outside)</p> <p>T: <b>Finished? (a) Come on. Quickly. (b)</b></p> <p>S: <i>Pak, kalau mengajak ke kantin itu 'command' atau apa?</i> (Sir, does asking someone to go to the canteen belong command or not?)</p> <p>T: <i>Kalimatnya mana?</i> (What is the sentence?)</p> <p>S: 'Will you go to the canteen?'</p> <p>T: <b>Request. (c)</b></p> |                    |     |     | √<br>√ |     | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of X IIS 2<br/> <b>S:</b> outside the class<br/> <b>T:</b> checking the students' work</p> <p>The teacher went outside. He approached some students who were still doing their tasks, recording the speaking dialogue.</p>     | <p>(a) questioning<br/> (b) encouraging<br/> <br/> (c) stating an opinion</p> |
| 8  | T-4/<br>KW/03.<br>09.14/2/<br>8 | <p>(Teacher entered the classroom)</p> <p>T: <b>Come on picture one. You can find any name. It's O.K. The person you like. You can do it in your book or the board. Come on quickly. Quickly please. (a)</b></p> <p>S: <i>Nomor satu ya, Pak?</i></p> <p>T: O.K.</p> <p>T: <b>Arum, what number? (d)</b></p> <p>S: Five</p>  |                    |     |     | √<br>√ |     | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of X IIS 2<br/> <b>S:</b> inside the classroom<br/> <b>T:</b> instruction of tasks to describe the pictures</p> <p>Teacher entered the classroom again. He encouraged the students to present their results of their work.</p> | <p>(a) encouraging<br/> <br/> (b) questioning</p>                             |
| 9  | T-4/<br>KW/03.<br>09.14/3/<br>9 | <p>... (Some students entered the class. They collected the recording to the teacher)</p> <p>T: Alright. If you have finished.....</p> <p>... (Other students collected the recording)</p> <p>T: <b>Thank you...(a)</b></p> <p><b>Please write down one sentence for one picture; any idea, but based on the picture. (b)</b></p>  |                    |     | √   | √      |     | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of X IIS 2<br/> <b>S:</b> inside the classroom<br/> <b>T:</b> receiving the recording</p> <p>Some students who had finished their work entered the classroom. They then</p>  | <p>(a) thanking<br/> <br/> (b) commanding</p>                                 |

| No | Code                             | Dialogues  | Illocutionary Acts |        |        |                  |     | Context  | Function  |
|----|----------------------------------|--|--------------------|--------|--------|------------------|-----|--|---|
|    |                                  |  | Dec                | Rep    | Exp    | Dir              | Com |  |   |
|    |                                  | T: Come. Up to you.<br>S: <i>Sudah, Pak.</i><br>T: <b>Thank you (c)</b><br><b>Good. Nice. That's correct. (d)</b><br>S: This one?<br>T: <i>Itu jadi satu.</i>  |                    |        | √<br>√ | √                |     | submitted the recording and the teacher received it. The teacher then instructed the other activity they had to do, as other students did in the classroom.  | <b>(c) thanking</b><br><b>(d) complimenting</b>   |
| 10 | T-4/<br>KW/03.<br>09.14/3/<br>10 | T: O.K. <b>Please write down one sentence for one picture. (a) Ten minutes. Come on. Come on. (b) Please try to write sentence in simple idea or in simple form. (c) You can use some keywords in the picture while I'm checking your presence (d)</b><br><i>.... (Teacher checked students' presence)</i><br>T: <b>It is now 3 September. (e) Oh, it's very, very, very crowded here (f) Yang hanif Afifah sakit ya?</b><br>Ss: Yes.<br><i>.... (Teacher continued checking students' presence)....</i> |                    | √<br>√ |        | √<br>√<br>√<br>√ |     | <b>P1:</b> English teacher<br><b>P2:</b> students of X IIS 2<br><b>S:</b> inside the classroom<br><b>T:</b> instruction of the activity: describing the picture on the display and cheking students' attendance<br><br>The teacher re-instructed the student to do the activity to deccribe the pictures on the display. Then he checked the students' presence. | <b>(a) commanding</b><br><b>(b) encouraging</b><br><b>(c) commanding</b><br><b>(d) suggesting</b><br><br><b>(e) stating a fact</b><br><b>(f) stating an opinion</b> |

| No | Code                             | Dialogues   | Illocutionary Acts |     |        |             |     | Context  | Function   |
|----|----------------------------------|---|--------------------|-----|--------|-------------|-----|--|--|
|    |                                  |   | Dec                | Rep | Exp    | Dir         | Com |  |  |
| 11 | T-4/<br>KW/03.<br>09.14/3/<br>11 | <p><b>T: Come in. Come in. Come in. (a)</b><br/> <b>Alright now orally please say about the pictures using the keyword on the tip.</b><br/> <b>(b) Picture what? (c)</b><br/>           Ss &amp; T: 'Ridwan is reading the book.<br/>                     'Rina and body are dancing together.'<br/>                     'Tiwi is eating candy.'<br/>                     'Yudha and Yoga are walking together.' O.K.<br/> <b>T: Example of tenses are present continuous tense. (d)</b><br/> <i>(Teacher walked trough the classroom, checking students' work)</i><br/>           .....<br/>           Ss: Time signal, <i>Pak.</i><br/>           T: Time signal you have more than three or four. <b>Listen please (e)</b></p> |                    | √   |        | √<br>√<br>√ |     | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of X IIS 2<br/> <b>S:</b> inside the classroom<br/> <b>T:</b> discussion of the pictures shown on the display</p> <p>The teacher sat in front of the class. He asked the students to describe the picture in the display. After that, he walked through in the classroom.</p> | <p><b>(a) encouraging</b><br/> <b>(b) commanding</b><br/> <b>(c) questioning</b></p> <p><b>(d) explaining</b></p> <p><b>(e) commanding</b></p> |
| 12 | T-4/<br>KW/03.<br>09.14/4/<br>12 | <p><i>(School bell rang)</i><br/> <b>T: In interrogative there is a question mark..... If you haven't finished I give you another. (a) Thank you very much for attention and joining. (b) See you tomorrow. (c) Assalamualaikaum wr wb.</b><br/>           Ss: <i>Walaikumsalam wr wb.</i></p>  |                    |     | √<br>√ |             | √   | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of X IIS 2<br/> <b>S:</b> inside the classroom<br/> <b>T:</b> closing the lesson</p> <p>The school bell rang. The teacher then closed the lesson for today.</p>   | <p><b>(a) promising</b><br/> <b>(b) thanking</b><br/> <b>(c) leave-taking</b></p>  |

### DATA SHEET 5

**Notes**

|          |                                 |   |                   |   |               |     |                   |
|----------|---------------------------------|---|-------------------|---|---------------|-----|-------------------|
| T-5      | : number of transcript          | T | : English teacher | P | : participant | Dec | : declaratives    |
| KW       | : teacher's name initial        | S | : student         | S | : setting     | Rep | : representatives |
| 12.09.14 | : date of datum                 |   |                   | T | : topic       | Exp | : expressives     |
| 1        | : page of transcript            |   |                   |   |               | Dir | : directives      |
| 2        | : number of datum in data sheet |   |                   |   |               | Com | : commissives     |

| No | Code                            | Dialogues   | Illocutionary Acts |                     |                     |     |     | Context  | Function   |
|----|---------------------------------|---|--------------------|---------------------|---------------------|-----|-----|--|--|
|    |                                 |   | Dec                | Rep                 | Exp                 | Dir | Com |  |  |
| 1  | T-5/<br>KW/12.<br>09.14/1/<br>1 | T: <b>Morning. (a) Assalamualaikum wr wb.</b><br>Ss: <i>Wassalamualaikum wr wb</i><br>T: <b>How are you? (b)</b><br>Ss: I'm fine and you?<br>T: Very well. <b>Thank you. (c)</b>  |                    |                     | √<br><br>√<br><br>√ |     |     | <b>P1:</b> English teacher<br><b>P2:</b> students of XI IIS 1<br><b>S:</b> classroom<br><b>T:</b> opening the lesson<br><br>It was 09.30 am. The teacher entered the class, he sat on the chair, and he greeted the students to open the lesson.   | (a) <b>greeting</b><br><br>(b) <b>questioning</b><br><br>(c) <b>thanking</b>   |
| 2  | T-5/<br>KW/12.<br>09.14/1/<br>2 | T: <b>Well, I think we still have some discussion. And I have already given back your book. (a)</b><br>Ss: Yes<br>T: <b>And we have to discuss. The first, we have the story of the Enchanted Fish. (b) Have you got the story? You have the idea of the story? (c)</b><br>Ss: <i>(silent)</i><br>T: <b>Not yet? (d) But you have answered the questions, I think (e)</b> |                    | √<br><br>√<br><br>√ |                     |     |     | <b>P1:</b> English teacher<br><b>P2:</b> students of XI IIS 1<br><b>S:</b> classroom<br><b>T:</b> discussion of narrative text 'The Enchanted Fish'<br><br>The teacher sat on the chair. He reviewed some materials discussed in the previous meeting. Then, he continued the discussion about the | (a) <b>informing</b><br><br>(b) <b>informing</b><br><br>(c) <b>questioning</b><br><br>(d) <b>stating surprise</b><br>(e) <b>stating an opinion</b> |

| No | Code                            | Dialogues   | Illocutionary Acts |     |     |     |     | Context   | Function   |
|----|---------------------------------|---|--------------------|-----|-----|-----|-----|---|--|
|    |                                 |   | Dec                | Rep | Exp | Dir | Com |   |  |
|    |                                 | Ss: Yes   |                    |     |     |     |     | narrative text on the textbook. Its title was 'The Enchanted Fish'.   |  |
| 3  | T-5/<br>KW/12.<br>09.14/1/<br>3 | <p>T: Yes. Mmm. In your textbook page 1. Page 6. O.K. You have question about the story of the fisherman. <b>The question 1, what is your answer? Yes or no? (a)</b></p> <p>Ss: No.</p> <p>T: <b>How do you know? Yes or no? (b)</b> No 'How did he feel about this?' 'How did he feel about it?'</p> <p>Ss: He felt...</p> <p>T: <b>Sorry? (c) The fisherman... Aloud please. (d)</b></p> <p>Ss: 'The fisherman felt ashamed the fish.'</p> <p>T: <b>Do you get the same answer? (e)</b></p> <p>Ss: Yes</p> <p>T: The question is 'How did he feel about it?' He felt ashamed to the fish.</p> <p><b>Yes or no? (f)</b></p> <p>Ss: (<i>silent</i>)</p> <p>T: No.</p> |                    |     |     | √   | √   | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of XI IIS 1<br/> <b>S:</b> classroom<br/> <b>T:</b> discussion of question number 1, related to the narrative text</p> <p>The teacher opened the textbook. He invited the students to do so. Then, they discussed the question number 1.</p> | <p><b>(a) questioning</b></p> <p><b>(b) questioning</b></p> <p><b>(c) apologizing</b></p> <p><b>(d) commanding</b></p> <p><b>(e) questioning</b></p> <p><b>(f) questioning</b></p> |
| 4  | T-5/<br>KW/12.<br>09.14/1/<br>4 | <p>T: Question 2. 'The story doesn't reveal out the end. What do you think it might have happened?' .....<b>What is the meaning of the question? What is meaning? Might have happened? (a)</b></p>  |                    |     |     |     | √   | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of XI IIS 1<br/> <b>S:</b> classroom<br/> <b>T:</b> discussion of question number 2</p>  | <b>(a) questioning</b>   |

| No | Code                            | Dialogues  | Illocutionary Acts |     |     |     |     | Context  | Function  |
|----|---------------------------------|--|--------------------|-----|-----|-----|-----|--|---|
|    |                                 |  | Dec                | Rep | Exp | Dir | Com |  |   |
|    |                                 | Ss: <i>Apa yang....</i><br>T: <i>Apa yang?</i> 'Might' means? (b)<br>Ss: <i>Mungkin</i><br>T: <i>Mungkin.</i> 'Might' means ' <i>mungkin</i> '.<br>'Have happened' ' <i>telah terjadi</i> '. ' <i>Apa yang mungkin telah terjadi.</i> ' (c) What do you think? (d) Come on. (e)<br>S: ( <i>saying something unclear</i> )<br>T: Yes. <b>Any reason?</b> (f)<br>S: Animal and.....<br>T: The place might... <b>Sorry, what did you say</b> (g)<br>Ss: ( <i>saying something unclear</i> ) |                    | √   |     | √   |     | The teacher continued the discussion on number 2. It was about the possible end of the story.  | <b>(b) questioning</b><br><br><b>(c) explaining</b><br><b>(d) questioning</b><br><b>(e) encouraging</b><br><b>(f) questioning</b><br><b>(g) apologizing</b><br><b>(h) questioning</b> |
| 5  | T-5/<br>KW/12.<br>09.14/2/<br>5 | T: <b>Everybody, come on.</b> (a) Question 2.<br>S: I think it might be the prince changed into fish<br>T: It might be the prince had punishment and someone changed him into a fish. 'Might have happened.' In past. <b>What do you think?</b> (b) Perhaps.... <b>Another idea, please?</b> (c) Perhaps, maybe someone changed him into a fish. <b>What else?</b> (d) <b>Another idea?</b> (e) I think.....   |                    |     |     | √   |     | <b>P1:</b> English teacher<br><b>P2:</b> students of XI IIS 1<br><b>S:</b> classroom<br><b>T:</b> discussion of question number 2<br><br>The teacher and the students still discussed the question number 1. They had not gotten the answer yet. | <b>(a) encouraging</b><br><br><b>(b) questioning</b><br><b>(c) questioning</b><br><b>(d) questioning</b><br><b>(e) questioning</b>  |

| No | Code                            | Dialogues  | Illocutionary Acts |                             |     |                     |     | Context  | Function   |
|----|---------------------------------|--|--------------------|-----------------------------|-----|---------------------|-----|--|--|
|    |                                 |  | Dec                | Rep                         | Exp | Dir                 | Com |  |  |
| 6  | T-5/<br>KW/12.<br>09.14/2/<br>6 | (A student suddenly entered the classroom)<br>S: Excuse me Sir. May I join the class?<br>T: <b>Please yes. (a)</b><br>S: Thank you, Sir<br>T: <b>What are you doing? (b)</b><br>S: I had a trouble in traffic, Sir.  |                    |                             |     | √<br><br>√          |     | <b>P1:</b> English teacher<br><b>P2:</b> students of XI IIS 1<br><b>S:</b> classroom<br><b>T:</b> student coming late<br><br>A student came late. He asked for permission. The teachers allowed him. However, the teacher asked for the reason that the student came late. | (a) <b>permitting</b><br><br>(b) <b>questioning</b>  |
| 7  | T-5/<br>KW/12.<br>09.14/2/<br>7 | T: 'If you had a chance to write the story, how would you end the story?' If you wrote the story?<br>Ss: Yes. No<br>T: <b>Perhaps yes perhaps no. (a) Who says maybe no? (b)</b><br><i>Ending-nya mungkin seperti itu. Just think and imagine. (c)</i> 'If you have a chance to write the story...' <i>Sudah nulis kan?</i><br>Ss: The same<br>T: The same. <b>If the same, we would not write anything. (d) What do you think? (e)</b><br>Ss: The end of the story is same.<br>T: <b>The same. O.K. (f)</b> |                    | √<br><br><br><br>√<br><br>√ |     | √<br><br>√<br><br>√ |     |  | (a) <b>stating an opinion</b><br>(b) <b>questioning</b><br><br>(c) <b>commanding</b><br><br><br>(d) <b>stating an opinion</b><br>(e) <b>questioning</b><br><br>(f) <b>agreeing</b> |

| No | Code                            | Dialogues  | Illocutionary Acts |     |     |     |     | Context   | Function   |
|----|---------------------------------|--|--------------------|-----|-----|-----|-----|---|--|
|    |                                 |  | Dec                | Rep | Exp | Dir | Com |   |  |
| 8  | T-5/<br>KW/12.<br>09.14/2/<br>8 | <p>T: <b>Different idea, please. (a) Come on (b)</b></p> <p>S: Maybe the fishermen will quite happy but their wife become a fish and they're life</p> <p>T: The man lives happily with the fish but his wife become fish. <b>Then? (c)</b></p> <p>S: And then the fish turns back into the prince</p> <p>T: <b>Thank you very much. (d) That's a good idea. (e)</b></p> <p>'Imagine you are the fish on the story, can you write the point of view?' <b>What?(f)</b></p> <p>S: <i>(reading aloud her answer)</i></p> <p>T: O.K. <b>Thank you. (g) That depends on your idea. That's all. (h)</b></p> |                    |     |     | √√  |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of XI IIS 1<br/><b>S:</b> classroom<br/><b>T:</b> discussion of question number 2</p> <p>The teacher and the students still discussed the question number 2. The teacher wanted the student give alternative idea as the end of the story in addition to the that had been expressed.</p> | <p>(a) <b>requesting</b><br/>(b) <b>encouraging</b><br/>(c) <b>questioning</b><br/>(d) <b>thanking</b><br/>(e) <b>complimenting</b><br/>(f) <b>questioning</b><br/>(g) <b>thanking</b><br/>(h) <b>stating an opinion</b></p> |
| 9  | T-5/<br>KW/12.<br>09.14/3/<br>9 | <p>T: Number 9: 'What can we learn from the story?' <b>A narrative provides us what? What? At the end of the story usually, there is what? (a)</b></p> <p>Ss: <i>(saying something unclear)</i></p> <p>T: <b>Pardon? (b) Yes. What we call? (c)</b></p> <p>Ss: Moral value</p> <p>T: <b>Good. (d) Moral value. What is the moral value here? (e)</b></p> <p>S: Don't be a fisherman.</p> <p>T: <b>What else? (f) Only that? (g)</b></p> <p>S: Don't be greedy.</p> <p>T: <b>Then? (h)</b></p> <p>S: Be thankful</p>  |                    |     |     | √   |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of XI IIS 1<br/><b>S:</b> classroom<br/><b>T:</b> discussion of question number 9</p> <p>The teacher continued the discussion the questions into number 9. It was about the moral values which could be obtained from the story of 'The Enchanted Fish.'</p>                              | <p>(a) <b>questioning</b><br/>(b) <b>apologizing</b><br/>(c) <b>questioning</b><br/>(d) <b>complimenting</b><br/>(e) <b>questioning</b><br/>(f) <b>questioning</b><br/>(g) <b>questioning</b><br/>(h) <b>questioning</b></p> |



| No | Code                             | Dialogues   | Illocutionary Acts |     |     |                       |     | Context  | Function  |
|----|----------------------------------|---|--------------------|-----|-----|-----------------------|-----|--|---|
|    |                                  |   | Dec                | Rep | Exp | Dir                   | Com |  |   |
|    |                                  | T: Be thankful. Then what else? What else? (i) That's all? (j)<br>Ss: O.K<br>T: That's all... (k)<br>T: Alright...  |                    | √   | √   | √                     |     |  | (i) questioning<br>(j) stating surprise<br><br>(k) stating an opinion   |
| 10 | T-5/<br>KW/12.<br>09.14/3/<br>10 | T: Now the next, we discuss another topic. (a) Please open page 17. (b) Is it your homework, right? (c)<br>Ss: Yes<br>T: Now write on the board dialog two. (d) Would you please dialog two, page 17? (e) Everybody, come on (f) Write on the right. (g)  |                    | √   |     | √<br>√<br>√<br>√<br>√ |     | <b>P1:</b> English teacher<br><b>P2:</b> students of XI IIS 1<br><b>S:</b> classroom<br><b>T:</b> discusson of the homework<br><br>The teacher continued the lesson. It was about the homework he gave in the previous meeting. He asked the students to come in front of the class and wrote the answer on the white board. | (a) informing<br>(b) commanding<br>(c) questioning<br><br>(d) commanding<br>(e) requesting<br>(f) encouraging<br>(g) commanding |
| 11 | T-5/<br>KW/12.<br>09.14/3/<br>11 | T: Next, now just think and write down any folklore you have ever heard or you have ever read in the past. Now please write a folklore in the blank space. Not very long. Not too long. Only short but complete. (a) Understand? Do you understand what I mean?(b)<br>Ss: Yes<br>T: Write down any folklore, legend myth or anything about the stories in this space in short but clear but complete idea. (c) Remember. Fiction or nonfiction. (d) |                    |     |     | √<br>√<br><br>√<br>√  |     | <b>P1:</b> English teacher<br><b>P2:</b> students of XI IIS 1<br><b>S:</b> classroom<br><b>T:</b> discussion of the next task: writing a short narrative text.<br><br>The teacher gave the students a task. The students hag to create a short narrative text. It could be a folklore, legend, myth, fiction or non fiction. | (a) commanding<br>(b) questioning<br><br><br>(c) commanding<br>(d) commanding   |

| No | Code                             | Dialogues   | Illocutionary Acts |     |     |     |     | Context  | Function   |
|----|----------------------------------|---|--------------------|-----|-----|-----|-----|--|--|
|    |                                  |   | Dec                | Rep | Exp | Dir | Com |  |  |
|    |                                  | Ss: Non<br>T: <b>You can create. You can imagine. You can create by yourself (e)</b>  |                    |     |     | √   |     |  | (e) suggesting   |
| 12 | T-5/<br>KW/12.<br>09.14/4/<br>12 | T: <b>Have you been told by your mom your grandma about the story or legend? Have you ever been told? (a)</b><br>Ss: <i>Kelinci dan Kura-kura.</i><br>T: <i>Pernah belum? Have you ever been told? Have you ever been told? (b)</i><br>Ss: <i>Bentul</i><br>T: <i>Inggris padhakke Jawa...</i><br>By your parents about any folklore, any fairytale. <i>Pernah belum? Critane ngapusi ra pa pa. Tentang apa? The Cucumber Stealing The Mousedeer? (c) Timun Nyolong Kancil. Who have? (d)</i><br>S: Pinokio... Cinderella.<br>..... (Students then continued discussing the narrative text they were going to create) |                    |     |     | √   |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of XI IIS 1<br/><b>S:</b> classroom<br/><b>T:</b> discussion of the next task: writing a short narrative text.</p> <p>The teacher raised several ideas from the students by asking them about their experience concerning the tales their parents might had ever told.</p> | <p>(a) questioning</p> <p>(b) questioning</p> <p>(c) joking</p> <p>(d) questioning</p> |

| No | Code                             | Dialogues   | Illocutionary Acts |     |     |        |     | Context   | Function  |
|----|----------------------------------|---|--------------------|-----|-----|--------|-----|---|---|
|    |                                  |   | Dec                | Rep | Exp | Dir    | Com |   |   |
| 13 | T-5/<br>KW/12.<br>09.14/4/<br>13 | <p>T: O.K. <b>When you write any kind of narrative, it's better for you to write once? (a)</b></p> <p>Ss: One?</p> <p>T: .... <b>once upon a time.</b></p> <p>Ss: A long time ago</p> <p>T: <b>A long long before.... Many many years ago.... There... Bla bla bla in the forest. One day.... (b)</b></p> <p>T: O.K. <b>One more important thing to remember when you write a narrative story: You must write te sentence in the form of past tense because it happened long before now, except in direct sentence, in direct speech. (c)</b> <i>Kecuali dalam kalimat langsung. Kalau nggak langsung harus in the past tense, past verb.</i></p> |                    |     |     | √      |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of XI IIS 1<br/><b>S:</b> classroom<br/><b>T:</b> discussion of the task: writing a short narrative text.</p> <p>When the students were still discussing the idea of the narratiive text, the teacher raised another idea of narrative tales by providing them some common phrases to start their narratives. Also, the teachers gave the important clue when the students wanted to write a narrative story. It was related to the grammatical features, the past tense.</p> | <p><b>(a) questioning</b></p> <p><b>(b) explaining</b></p> <p><b>(c) explaining</b></p> |
| 14 | T-5/<br>KW/12.<br>09.14/4/<br>14 | <p><i>(School bell rang)</i></p> <p>T: O.K. <b>I think it's better to finish. (a)</b><br/><b>Thanks for joining. (b)</b> Now let's say a <b>prayer before. (c)</b></p> <p><i>(Students and teacher took pray)</i></p>   |                    |     | √   | √<br>√ |     | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of XI IIS 1<br/><b>S:</b> classroom<br/><b>T:</b> closing</p> <p>The school bell rang. The teacher closed the lesson and he asked the students to take pray.</p>  | <p><b>(a) suggesting</b><br/><b>(b) thanking</b><br/><b>(c) requesting</b></p>          |

## DATA SHEET 6

### Notes

|           |                        |   |                   |   |               |     |                   |
|-----------|------------------------|---|-------------------|---|---------------|-----|-------------------|
| T-6       | : number of transcript | T | : English teacher | P | : participant | Dec | : declaratives    |
| RS        | : teacher's initial    | S | : student         | S | : setting     | Rep | : representatives |
| 05.09.14: | date of datum          |   |                   | T | : topic       | Exp | : expressives     |
| 1         | : page of transcript   |   |                   |   |               | Dir | : directives      |
| 2         | : number of datum      |   |                   |   |               | Com | : commissives     |

| No | Code                        | Dialogues  | Illocutionary Acts |     |     |     |     | Context  | Function   |
|----|-----------------------------|--|--------------------|-----|-----|-----|-----|--|--|
|    |                             |  | Dec                | Rep | Exp | Dir | Com |  |  |
| 1  | T-6/RS/<br>05.09.14<br>/1/1 | <p>T: <b>Good morning, students. (a)</b><br/>           Ss: Good morning, Ma'am<br/>           T: Bekt? Fauzan? Latifah? Monita? Syifa?<br/> <i>....(Teacher checked the attendance list)</i><br/>           T: O.K. <i>Saya sekadar mengingatkan saja. I know that you don't want what happened to Davin happens to your friends anymore. I warn you. That's only about the problem of attitude. (b)</i><br/> <i>Itu hanya masalah sikap. Pahami ta maksudnya?</i><br/>           Ss: <i>(silent)</i></p> |                    |     | √   |     |     | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of XI MIA<br/> <b>S:</b> classroom<br/> <b>T:</b> greeting and checking attendance<br/>           It is 7.15 a.m. Teacher enters the classroom. All students of XI IIS 1 had been on their seats. Then, the teacher greeted the students and checked the attendance list.</p> | <p><b>(a) greeting</b></p> <p><b>(b) warning</b></p> |
| 2  | T-6/RS/<br>02.09.14<br>/1/2 | <p>T: <b>And now we will have a new material about invitation. Yang maju siap sekarang? Yuk?</b><br/>           Ss: <i>(silent)</i><br/>           T: <i>Herna, waktunya presentasi.</i><br/> <i>..... (Some students prepared the projector)</i><br/>           S: <i>Assalamualaikum wr wb. We're from group three. We will talk about formal.</i></p>   |                    | √   |     |     |     | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of XI MIA<br/> <b>S:</b> classroom<br/> <b>T:</b> discussion of formal invitation<br/>           The teacher then started the new materials about invitation. She then asked an appointed student to</p>  | <b>informing</b>                                     |

| No | Code                        | Dialogues   | Illocutionary Acts |     |     |     |     | Context   | Function   |
|----|-----------------------------|---|--------------------|-----|-----|-----|-----|---|--|
|    |                             |   | Dec                | Rep | Exp | Dir | Com |   |  |
|    |                             | invitation, so enjoy..... (Student continued the presentation about formal invitation)  |                    |     |     |     |     | present the example of formal invitation. The students then presented it.   |  |
| 3  | T-6/RS/<br>05.09.14<br>/1/3 | <p>T : O.K. Mbak Mega and Herna, <b>would you like to explain, I mean back to the character of invitation letter? (a) Kembali ke presentasimu yang tentang undangan formal itu tadi. Perhaps you can explain using your own language what you have shown you cite from the internet. (b) Perhaps, the language is too difficult for us. (c) So can you make it simple so that your friends can understand more? (d)</b></p> <p>S: Mmmmm. I'm trying to explain it with our daily language. I think basically the structure is just the same with the invitation letter in Indonesia.</p> <p>T : O.K. <b>If you say the same, would you like to write down on the blackboard, I mean the outline, the design? (e) Perhaps you can show us the example based on that example. (f) Please, analyze the part. (g) Kan ada salutation, ada dresscode, ada RSVP dan sebagainya. Nah itu. What I ask to you 'Is it a must the formal letter must enclose the head?' (h)</b></p> <p>S: Ya. Kop.</p> |                    | √   |     | √   | √   | <p><b>P1:</b> English teacher<br/><b>P2:</b> students of XI MIA<br/><b>S:</b> classroom<br/><b>T:</b> discussion of formal invitation</p> <p>After the students finished presenting the slide about formal invitation letter. The teacher asked some questions to the presenters. It was related to the organization of formal official letter.</p> | <p>(a) requesting</p> <p>(b) suggesting</p> <p>(c) stating an opinion</p> <p>(d) requesting</p> <p>(e) requesting</p> <p>(f) suggesting</p> <p>(g) commanding</p> <p>(h) questioning</p> |



| No | Code                        | Dialogues  | Illocutionary Acts |     |     |     |     | Context  | Function   |
|----|-----------------------------|--|--------------------|-----|-----|-----|-----|--|--|
|    |                             |  | Dec                | Rep | Exp | Dir | Com |  |  |
|    |                             | <p>S: Mmm. No.</p> <p>T: No? <b>It's clear enough. (c)</b> <i>Lumayan ta?</i></p> <p>T: <b>Do you prepare the exercise for them, Herna? (d)</b></p> <p>S: No. <i>Ini sudah exercise lho Bu.</i></p> <p>T: <b>No question? (e)</b> O.K. <b>If you have no question, write down my question. (f)</b></p> <p>Based on the invitation letter shown by Herna and Mega answer these following questions. Number 1.....(<i>Teacher read aloud the question while the students note them all</i>)</p> <p>T: O.K. <b>Please do it. (g)</b></p> <p>Ss: (<i>silent</i>)</p> |                    | √   |     | √   | √   |  | <p>(c) <b>stating an opinion</b></p> <p>(d) <b>questioning</b></p> <p>(e) <b>questioning</b></p> <p>(f) <b>commanding</b></p> <p>(g) <b>commanding</b></p> |
| 5  | T-6/RS/<br>05.09.14<br>/2/5 | <p>. ..... (<i>All students did the exercise. They sometimes communicated with the teacher using Javanese or Indonesian</i>)</p> <p>T: <b>Herna, would you like to check your friend if they have finished? (a)</b></p> <p>S: O.K. Ma'am.</p> <p>..... (<i>The appointed students checked her friends' work</i>)</p> <p>T: <b>You can ask in English. (b)</b></p> <p>S: Petra, have you done? <i>Kowe kan telat mau.</i></p> <p>S: Iya</p> <p>S: <b>Have you done? (c)</b> OK.</p>   |                    |     |     | √   | √   | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of XI MIA<br/> <b>S:</b> classroom<br/> <b>T:</b> discussion of formal invitation</p> | <p>(a) <b>requesting</b></p> <p>(b) <b>suggesting</b></p> <p>(c) <b>questioning</b></p>  |

| No | Code                        | Dialogues   | Illocutionary Acts |     |     |     |     | Context   | Function  |
|----|-----------------------------|---|--------------------|-----|-----|-----|-----|---|---|
|    |                             |   | Dec                | Rep | Exp | Dir | Com |   |   |
| 6  | T-6/RS/<br>05.09.14<br>/3/6 | <p>..... (The students and the teacher discussed the answer)</p> <p>T: O.K. Number five, Sudah? Mbak, <b>don't close the slide. (a) Jangan ditutup dulu. Please you go to your chair. (b)</b></p> <p>T: Next exercise. First you will analyze.... there is now for your cognitive ability. This is now for your psychomotor. (c) Write a formal invitation letter based on some situations below. (d) Perhaps you are the chairman of Casello Cup Event; you want to invite some people, expert, to judge some competitions on Casello Cup Event, one letter; one judge. <b>Any question about this instruction? (e)</b> Ada pertanyaan tentang perintah ini?</p> <p>Ss: (silent)</p> <p>T: <i>Kan ada banyak.</i> There are many judges to invite. <b>You can choose one. (f)</b> Free. And include the text organization, there is head of letter, there is date, address.</p> <p>..... (Students did the exercise)</p> |                    | √   |     | √   | √   | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of XI MIA<br/> <b>S:</b> classroom<br/> <b>T:</b> exercise of creating a formal letter</p> | <p>(a) forbidding<br/> (b) commanding</p> <p>(c) informing<br/> (d) commanding</p> <p>(e) questioning</p> <p>(f) suggesting</p> |
| 7  | T-6/RS/<br>05.09.14<br>/3/7 | <p>S: Tiga ya Bu</p> <p>T : Three. I said 'Three' judges to invite. <b>If you don't know the name, if you don't know the title, just be free. Bebas. Based on your imagination. (a)</b> Berdasarkan khayalan kalian saja. Profesor sapa ngana.</p> <p>..... (Students continued doing the exercise)</p>   |                    |     |     | √   |     | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of XI MIA<br/> <b>S:</b> classroom<br/> <b>T:</b> exercise of creating a formal letter</p> | <p>(a) suggesting</p>   |



| No | Code                | Dialogues  | Illocutionary Acts |     |     |        |     | Context   | Function   |
|----|---------------------|--|--------------------|-----|-----|--------|-----|---|--|
|    |                     |  | Dec                | Rep | Exp | Dir    | Com |   |  |
|    |                     | <p>T: O.K. Although the judges are only in your imagination, you have to use the real situation. <b>Don't be too bombastic. (b)</b> <i>Jangan terlalu muluk-muluk ya. Mosok gelare Profesor Doktor kok mung disangoni satus ewu ya mesakke ta ya.</i></p> <p>Ss: (laughing)</p> <p>..... (Students continued doing the exercise)</p>   |                    |     |     | √      |     |   | (b) forbidding   |
| 8  | T-6/RS/05.09.14/3/8 | <p>T: O.K. <b>Listen. (a) Perhaps, you can do it at home, but you have to type it and then you submit in one folder in a class, satu kelas dalam satu folder. (b) Submit it when you have the first test. (c) We wil have the test after we discuss the procedure text. (d) Next meeting, we will still have Mbak siapa itu?</b></p> <p>Ss: Nisa</p> <p>T:... Mbak Nisa to discuss to discuss formal but not official. And then, next Friday we discuss the procedure text. Then we will have the first test. And you have to submit. Then the next you may have the midtest. (e) Thank you. (f) See you next meeting. (g)</p> <p>Ss: See you.</p> |                    | √   |     | √<br>√ |     | <p><b>P1:</b> English teacher<br/> <b>P2:</b> students of XI MIA<br/> <b>S:</b> classroom<br/> <b>T:</b> closing and instruction of next meeting activities</p> | <p>(a) commanding</p> <p>(b) suggesting</p> <p>(c) commading</p> <p>(d) informing</p> <p>(e) informing</p> <p>(f) thanking</p> <p>(g) leave-taking</p> |

**APPENDIX C:**  
***SURAT PERNYATAAN***  
***TRIANGULASI DATA***

## **SURAT PERNYATAAN TRIANGULASI**

Yang bertanda tangan di bawah ini, saya:

Nama : Siti Sudartini, M.A.

Pekerjaan : Dosen Prodi Pendidikan Bahasa Inggris, Fakultas Bahasa  
dan Seni, Universitas Negeri Yogyakarta

menyatakan bahwa saya telah melakukan triangulasi data pada karya tulis ilmiah  
(skripsi) dari mahasiswa:

Nama : Destra Wibowo Kusumo

NIM : 10202244026

Jurusan : Pendidikan Bahasa Inggris

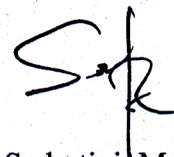
Fakultas : Bahasa dan Seni

Judul : A Pragmatic Analysis of Illocutionary Acts in English  
Teaching-Learning Process at SMA N 1 Wates Kulon  
Progo

Demikian surat pernyataan ini saya buat. Semoga dapat dipergunakan  
sebagaimana mestinya.

Yogyakarta, 30 Maret 2015

Triangulator



Siti Sudartini, M.A.

## **SURAT PERNYATAAN TRIANGULASI**

Yang bertanda tangan di bawah ini, saya:

Nama : Emi Nursanti, M.Hum.

Pekerjaan : Dosen Prodi Bahasa dan Sastra Inggris, Fakultas Bahasa  
dan Seni, Universitas Negeri Yogyakarta

menyatakan bahwa saya telah melakukan triangulasi data pada karya tulis ilmiah  
(skripsi) dari mahasiswa:

Nama : Destra Wibowo Kusumo

NIM : 10202244026

Jurusan : Pendidikan Bahasa Inggris

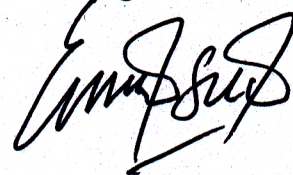
Fakultas : Bahasa dan Seni

Judul : A Pragmatic Analysis of Illocutionary Acts in English  
Teaching-Learning Process at SMA N 1 Wates Kulon  
Progo

Demikian surat pernyataan ini saya buat. Semoga dapat dipergunakan  
sebagaimana mestinya.

Yogyakarta, 30 Maret 2015

Triangulator



Emi Nursanti, M.Hum.

**APPENDIX D:**  
***SURAT IJIN***  
***PENELITIAN***





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id//>

FRM/FBS/33-01  
10 Jan 2011

Nomor : 950/UN.34.12/DT/VIII/2014  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

14 Agustus 2014

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks Kepatihan-Danurejan, Yogyakarta  
55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

**A PRAGMATIC ANALYSIS OF ILLOCUTIONARY ACT IN ENGLISH TEACHING – LEARNING IN SMAN  
I WATES KULON PROGO**

Mahasiswa dimaksud adalah :

Nama : DESTRA WIBOWO KUSUMO  
NIM : 10202244026  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Agustus – Oktober 2014  
Lokasi Penelitian : SMAN I Wates Kulon Progo

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001

Tembusan:

1. Kepala SMAN I Wates Kulon Progo



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

**SURAT KETERANGAN / IJIN**

070/REG/V/134/8/2014

Membaca Surat : **KASUBBAG PENDIDIKAN FBS** Nomor : **950/UN.34.12/DT/VIII/2014**  
**UNIVERSITAS NEGERI YOGYAKARTA**  
 Tanggal : **14 AGUSTUS 2014** Perihal : **IJIN PENELITIAN/RISET**

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
 2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementrian Dalam Negeri dan Pemerintah Daerah;  
 3. Peraturan Gubemur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.  
 4. Peraturan Gubemur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

**DIIJINKAN** untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **DESTRA WIBOWO KUSUMO** NIP/NIM : **10202244026**  
 Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**  
 Judul : **A PRAGMATIC ANALYSIS OF ILLOCUTIONARY ACTS IN ENGLISH TEACHING-LEARNING PROCESS IN SMA N 1 WATES KULON PROGO**  
 Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**  
 Waktu : **15 AGUSTUS 2014 s/d 15 NOVEMBER 2014**

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubemur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta  
 Pada tanggal **15 AGUSTUS 2014**  
 A.n Sekretaris Daerah  
 Asisten Perekonomian dan Pembangunan  
 Ub.  
 Kepala Biro Administrasi Pembangunan



**Tembusan :**

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI KULON PROGO C.Q KPT KULON PROGO
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. KASUBBAG PENDIDIKAN FBS UNIVERSITAS NEGERI YOGYAKARTA, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN





**PEMERINTAH KABUPATEN KULON PROGO**  
**BADAN PENANAMAN MODAL DAN PERIZINAN TERPADU**  
Unit 1: Jl. Perwakilan No. 2, Wates, Kulon Progo Telp.(0274) 775208 Kode Pos 55611  
Unit 2: Jl. KHA Dahlan, Wates, Kulon Progo Telp.(0274) 774402 Kode Pos 55611  
Website: bpmpt.kulonprogokab.go.id Email : bpmpt@kulonprogokab.go.id

**SURAT KETERANGAN / IZIN**

Nomor : 070.2 /00684/VIII/2014

Memperhatikan : Surat dari Sekretariat Daerah Provinsi DIY Nomor:070/REG/V/134/8/2014, TANGGAL: 15 AGUSTUS 2014, PERIHAL: IZIN PENELITIAN

Mengingat : 1. Keputusan Menteri Dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri;  
2. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;  
3. Peraturan Daerah Kabupaten Kulon Progo Nomor : 16 Tahun 2012 tentang Pembentukan Organisasi dan Tata Kerja Lembaga Teknis Daerah;  
4. Peraturan Bupati Kulon Progo Nomor : 73 Tahun 2012 tentang Uraian Tugas Unsur Organisasi Terendah Pada Badan Penanaman Modal dan Perizinan Terpadu..

Diizinkan kepada : **DESTRA WIBOWO KUSUMO**  
NIM / NIP : **10202244026**  
PT/Instansi : **UNIVERSITAS NEGERI YOGYAKARTA**  
Keperluan : **IZIN PENELITIAN**  
Judul/Tema : **A PRAGMATIC ANALYSIS OF ILLOCUTIONARY ACTS IN ENGLISH TEACHING-LEARNING PROCESS IN SMA N 1 WATES KULON PROGO**

Lokasi : **SMA N 1 WATES KULON PROGO**

Waktu : **15 Agustus 2014 s/d 15 Nopember 2014**

1. Terlebih dahulu menemui/melaporkan diri kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku.
3. Wajib menyerahkan hasil Penelitian/Riset kepada Bupati Kulon Progo c.q. Kepala Badan Penanaman Modal dan Perizinan Terpadu Kabupaten Kulon Progo.
4. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk kepentingan ilmiah.
5. Surat izin ini dapat diajukan untuk mendapat perpanjangan bila diperlukan.
6. Surat izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut di atas.

Ditetapkan di : **Wates**  
Pada Tanggal : **15 Agustus 2014**

**KEPALA**  
**BADAN PENANAMAN MODAL**  
**DAN PERIZINAN TERPADU**  
  
**AGUNG KURNIAWAN, S.IP., M.Si.**  
**Pembina Tk.I ; IV/b**  
**NIP. 19680805 199603 1 005**

Tembusan kepada Yth. :

1. Bupati Kulon Progo (Sebagai Laporan)
2. Kepala Bappeda Kabupaten Kulon Progo
3. Kepala Kantor Kesbangpol Kabupaten Kulon Progo
4. Kepala Dinas Pendidikan Kab. Kulon Progo
5. Kepala SMA Negeri 1 Wates Kulon Progo
6. Yang bersangkutan
7. Arsip





**PEMERINTAH KABUPATEN KULON PROGO**  
**DINAS PENDIDIKAN**  
**SEKOLAH MENENGAH ATAS NEGERI 1 W A T E S**  
**Alamat: Jalan Terbahsari Wates Kulon Progo, DIY Telp: 0274.773067**

**SURAT KETERANGAN**

Nomor : 070 / 414

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Wates, Kabupaten Kulon Progo Provinsi Daerah Istimewa Yogyakarta, menerangkan bahwa :

|                       |                                 |
|-----------------------|---------------------------------|
| N a m a               | : DESTRA WIBOWO KUSUMO          |
| Asal Perguruan Tinggi | : Universitas Negeri Yogyakarta |
| Nomor Mahasiswa       | : 10202244026                   |
| Fakultas              | : Bahasa dan Seni               |
| Jurusan               | : Pendidikan Bahasa Inggris     |

Yang bersangkutan telah melaksanakan Penelitian dengan Judul : "A Pragmatic Analysis of Illocutionary Acts in English Teaching-Learning Process in SMA Negeri 1 Wates Kulon Progo", mulai tanggal 01 sampai dengan 13 September 2014.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wates, 18 September 2014  
Kepala Sekolah,



  
**Dra. Hj. NGATINI**  
**Pembina Utama Muda , IV/c**  
**NIP 195700319 198403 2 001**